Even Swindon Primary School

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Special Educational Needs and Disabilities (SEND) Information Report

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Our Ethos

At Even Swindon Primary School we aim to embrace the needs of all pupils through a whole school approach to Special Educational Needs and Disabilities.

We believe in the development and well-being of every member of our school community. We recognise that our pupils have a variety of needs and aspirations and we support them to achieve by developing confident, independent and resilient learners.

We are committed to the inclusion of all our pupils in an experience rich and relevant curriculum made accessible through adapted activities.

Can pupils with SEND have access to all activities?

All our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trips and class trips and risk assessments will be completed to address any concerns.





All pupils are encouraged to take part in sports day, swimming lessons, school plays, special workshops and experience days.

What expertise and training of staff takes place at Even Swindon to support children with SEND?



Our SENDCo, Mrs Butcher has achieved the NASENCO (National Award for SEN Coordination). She works closely with the other SENDCos in both the Blue Kite Trust, and other Swindon Schools, sharing good practice and developing knowledge. Attending SEND BRICKS meetings, SENDCo network meetings and conferences to keep up to date on training and the latest information.

Training sessions for both teachers and TAs happens weekly across the year and are mapped out in line with our school development plan. Areas of development are identified through teacher and TA appraisals, monitoring the impact of interventions, observations and lesson drop ins.
Staff who attend external training sessions will often feedback to other staff during meeting times to share knowledge and develop expertise among all staff.

What are Special Educational Needs?

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most others the same age.

Or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

SEND Code of Practice,
Clause 20 Children and Families Act 2014

There are four prime areas of Special Educational Needs.

C&I

Communication and Interaction

Speech, language and communication needs (SLCN)

Social communication and interaction difficulties, Autism, developmental language disorder (DLD)

C&L

Cognition and Learning

Including Moderate Learning Difficulties (MLD), specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)

SEMH

Social, Emotional and Mental Health Needs

Attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.

PS

Sensory and/or physical needs

Hearing loss, visual impairments, hearing impairment, sensory processing difficulties and physical difficulties.

Communication and Interaction

Communication and interaction has two main subcategories, as per the Code of practice:

SLCN – Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they don't understand or use the social rules of communication. The profile of very child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

ASD – Children and young people with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. *

*this is taken directly from the Code of Practice. Asperger's Syndrome is no longer given as a diagnosis and would now be diagnosed as Autism.

What do we do as a school to support children with C&I difficulties?

Outlined below are examples of the support we would put in place for children with C&I difficulties.

Quality First Teaching

A communication friendly environment that includes the use of signing/symbols and other visual supports

Differentiated use of language, instructions in short chunks, extra processing time

Staff modelling correct language and interactions with a peer through play

A quiet work environment within the classroom

Use of talk partners to rehearse what to say

Specific teaching of listening, attention and communication skills

High quality phonics teaching

Strategies, resources and targeted support to help them to manage the sensory and social demands of the classroom.

Interventions and support for children with SLCN

- Colourful semantics
- Speech and language support
- Language for thinking
- Talk boost
- Nuffield early language intervention

Interventions and support for children with Social Communication needs

- Time to Talk
- Intensive Interaction
- Curiosity programme
- Rainbow/ELSA group

Cognition and Learning

As per the Code of Practice, Cognition and Learning can be divided into the following:

MLD – Pupils with moderate learning difficulties will have attainments well below the expected levels in all areas or most areas of the curriculum, despite appropriate interventions. Their needs will not be met by normal adaptations/differentiation and the flexibilities of the National Curriculum.

SLD – Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication, perception and the acquisition of self-help skills.

PMLD – Pupils with profound and multiple learning difficulties have severe and complex learning needs. Pupils require a high level of adult support, both for their learning needs and their personal care.

SPLD – Specific learning difficulties is an umbrella term which indicated that pupils display differences across their learning. Pupils with SPLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short term memory, organisational skills and co-ordination. Pupils with SPLD cover the whole ability range and the severity of their impairment varies widely.

(Taken from the Department of Education and Skills, 2003)

What do we do as a school to support children with C&L difficulties?

Outlined below are examples of the support we would put in place for children with C&L difficulties.

Quality First Teaching

Quality first multi sensory teaching

Structured phonics/reading/spelling/maths programmes either whole class or small group

Resources such as pencil grips, writing slopes

Resources to support independent learning such as spelling dictionaries, alphabet strips, word banks, phonics mats, number lines, concrete maths apparatus

Opportunities to review learning

Adapted and accessible tasks with modelled examples and scaffolding to support learning

Adapted questioning

Short bursts of focused adult support

Strategies to support short term working memory difficulties e.g. mini white board, visual timetable recording device

Strategies and resources to support task organisation such as visual timer

Brain breaks, movement breaks

Interventions and support

- Precision teaching
- Pre-teaching
- Plus 1
- Power of 2
- ELS phonics intervention
- ELS Rise Readers
- Nessy
- Morph Mastery

Physical and Sensory

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time." (Code of Practice, 2015)

This can include, but is not limited to:

VI – Vision Impairment

HI – Hearing Impairment

MSI – Multi-sensory Impairment

What do we do as a school to support children with PS difficulties?

Outlined below are examples of the support we would put in place for children with PS difficulties.

Quality First Teaching

Carefully considered placement within the classroom to minimise distractions, support listening, ensure adequate and appropriate lighting.

Well organised learning environment with minimal clatter

Learning environment with comfortable lighting and minimal glare

Calm, quiet learning environment, reducing background noise

Visual support for teaching and organisation

Appropriate focused adult support as needed to check understanding of instructions

An adult who understands and can support with managing and troubleshooting hearing aids

Quiet areas to work if needed

Large print resources with good contrast

Extra time to complete tasks

Alternative methods of recording

Pencil grips, writing slopes if needed

Access to disabled toileting facilities if necessary

Support to develop toilet training skills and personal care independence skills

If needed simple adaptations to the PE/sports curriculum including participation in sporting events/trips

<u>Interventions and support</u>

- SPARKS/SPARKEY
- Sensory circuits
- Sensory room
- Fine motor interventions
- Gross Motor Interventions

Social, Emotional and Mental Health

As per the Code of Practice, SEMH can include:

- Being withdrawn or isolated
- Displaying unexpected or distressed behaviours
- Anxiety
- ADHD
- Self-harming
- Depression
- Attachment disorder
- Substance misuse
- Eating disorders

What do we do as a school to support children with SEMH difficulties?

Outlined below are examples of the support we would put in place for children with C&L difficulties.

Quality First Teaching

Calm, structured and well organised classroom environment
Safe space to use in times of dysregulation
High quality relationships with staff
Whole school, positive behaviour management system

Play leaders and buddy system for play and lunch

Movement breaks

Check ins with key adults

Access to quiet work area or resources to support focus and attention such as ear defenders, wobble cushion, work screen

<u>Interventions and support</u>

- ELSA
- Rainbow group
- Nurture room – play and lunch time
- Lego therapy
- De – escalation plans
- BeU
- Sensory circuits
- Sensory room
- Mental Health First aiders
- 1:1 and group support
- STEP
- Anger blanket
- Family support worker
- Lighthouse inclusion team
- Play therapy

Useful Links

5 Steps to Mental Wellbeing

- https://youtu.be/x6bz_ekkrYA

- The five ways to well-being are:
- **Connect** - connect with people around you.
- **Be active** - find an activity that you enjoy and make it a part of your life.
- **Keep Learning** - learning new skills can give you a sense of achievement and a new confidence.
- **Give to others** - even the smallest can count, whether it is a smile, a thank you or a kind word.
- **Be mindful** - be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness 'mindfulness'. It can positively change the way you feel about life and how you approach challenges.

- Anna Freud is a world-leading mental health charity
- NHS Every Mind Matters Wellbeing Tips
- BeU – Advice for Parents
- Short films from the NHS Series of short films about healthy family communication and how to support young people who are struggling with their wellbeing and mental health
- Mind – Mental Health Charity
- Swindon Healthy Schools
- Swindon Mental Wellbeing Support Page
- Lift Psychology – a resource that provides self-help resources as well as online counselling and therapy sessions

Our Process

Class teacher speaks to SENDCo	Initial concerns are identified. Teacher uses universal provision checklist to ensure quality first teaching for all is in place and may discuss with other key staff. Teacher puts in place any planned strategies.
Monitoring, informal observations	Concerns documented on needs checker Informal discussion and observation with SENDCo. Class teacher and SENDCo review any previous support and strategies, concerns identified on needs checker.
Meeting, discussion with parents	Teacher (with support of SENDCo if necessary) discuss concerns and support in place with parents. Document strengths, strategies in place and any other key information on provision summery chart. Class teacher and parents work collaboratively to decide on further strategies, teacher implements.
Adding child to SEND register SEND Support	Further meeting and discussion to review provision with a view to adding the child to the SEND register. Letter given to parents to confirm that their child is on the SEND register – returned and signed. Class teacher and parents decide on targets and further strategies which form a structured conversation, individual education plan which is reviewed regularly.
Wider professional involvement	Wider professionals, including, but not limited to, Speech and Language therapists, Educational Psychologists, Swindon Autism Support Services, Advisory teachers for Cognition and Learning (ATCL) may be contacted.

Who do I contact If I have concerns?

In the first instance, parents/carers are encouraged to raise any concerns they have with the class teacher during designated times (such as parent consultations) or request a meeting.

If concerns continue, parents will be invited to meet with the class teacher and SENDCo, Mrs Lucy Butcher, to speak about their child's educational needs.

Please either speak to your child's class teacher or contact the school office on 01793 523041 or email admin@evenswindon.co.uk to arrange a meeting.

How does the school identify children with SEND?

As a school, we are guided by Swindon's Core standards and our school processes to help us identify if a child may have special educational needs.

We assess each pupil's current skills, levels and progress continuously. Examples of when a pupil may be identified as needing extra help if they are:

- Working significantly lower than age related expectations
- Identifies through pupil progress tracking as making little or no progress
- Being affected by low self-esteem or behaviour
- Having significant difficulty communicating their wants, needs and ideas.

Slower progress and lower attainment will not automatically mean a pupil is recorded as SEND. Parents will be invited to a meeting to discuss the provision in place to support their child and whether they are added on to the schools SEND register.

Quality First Teaching

All teachers are teachers of SEND and are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. The DfE Code of Practice (2015) states:

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

In practice, high quality teaching included (but is not limited to)

- Ensuring lessons are planned to meet the needs of all learners
- Adaptive teaching; in the moment assessment of children's ability to support and challenge.
- The use of modelling, scaffolding and questioning
- Use of cognitive and metacognitive strategies
- Flexible grouping with individual, small group and whole class discussions
- Use of technology
- Positive praise and whole school behaviour management systems

Pupils who are looked after by the local authority

Children who are looked after by the local authority have a Personal Education Plan and regular meetings with carers, social workers, virtual head teacher for looked after pupils, class teacher, SENDCo and our school designated teacher for children who are looked after (CLA)

The child's views are gained before the meeting and where appropriate the child is invited to join any meetings. The PEP sets out goals and actions with associated costs which ensure the pupil's allocated CLA funding is spend correctly.

Assess Plan Do Review

We follow the guidance in the Special Educational Needs Code of Practice (2014). This recommends a Graduated response to SEND which comprises of four stages, Assess, Plan, Do, Review.

Assess We assess and analyse a child's needs and work in partnership with parents/carers and children, where appropriate, to gain a deeper understanding of the potential barriers to learning.

Plan The needs of children with SEND are considered on an individual basis and planned for accordingly. Individual education plan, structured conversation record will be written for children on the SEND register who need a variety of additional support and intervention.

- *children and parents will be involved in writing individual plans and can contribute their aims and wishes for the year as well as the children's strengths and how they like to learn.*
- *Clear and precise targets will be set.*
- *These will be assessed, reviewed and shared with parents as part of the graduated response to SEND.*

Do Children with SEND are taught to be independent, to use strategies to support their needs and are given the love of learning that we hope all our children leave our school with.

Interventions used are evidence based and are evaluated to ensure they are effective.

The class teacher remains responsible for working with the child on a day to day basis and retains responsibility for any interventions run.

A wide range of additional strategies and approaches can be utilised. Examples of these include, but are not limited to:

- Adapting the teaching and curriculum

  group sizes, 1:1 work, learning style, resources, visual aids, pre teaching of vocabulary or key concepts

- Using recommended resources and aids

  alternative methods of recording, visuals, practical resources, Now and Next boards, Individual timetables or task board, larger font,

- Delivering specific interventions

  Talk Boost, Language for Thinking, ELSA, Rainbow group, Time to Talk, SPARKS, ELS phonics Intervention, Precision teaching, BRP, Nessy,

- Delivery of booster groups

  extra phonics sessions, maths groups, writing groups,

Review Reviews of a child's progress will be ongoing. Targets on individual support plans are reviewed to evaluate the impact on progress and discussions are held with both the child (where appropriate) and the parents. Pupil progress meetings are also held three times a year to identify children who are not making progress. These meetings focus on potential barriers to learning and next steps.

What Next?

Sometimes a pupil may need support from an outside agency. If this is needed this will be discussed with the parent and parental consent will be required in order to proceed. We work with the following agencies, amongst others:

Blue Kite Lighthouse Inclusion Service
Educational Psychology service
Advisory teachers for Cognition and Learning (ATCL)
Physical disability advisory teacher
Hearing support Team
Visual Impairment Team
TaMHS
Swindon Young Carers
STEP

Educational Welfare officers
Social Services
Parent support advisor
School Nurse
BeU
Paragon
Speech and Language therapy
Occupational therapy
Outreach/Inreach from specialist provisions
Contact Swindon

Education and Health Care Plan (EHCP)

If a child's needs cannot be met through the current provision available, it may mean that they require an Education Health and Care Plan. School or parents can apply for a statutory assessment which may result in an EHCP. More information can be found on the Swindon Local Offer.

If a child has an EHCP then parents, pupils (where appropriate) and professionals will be invited to contribute to and attend a yearly annual review. Regular meetings will also be held throughout the year with the child's teacher to discuss progress towards their individual outcomes.

Special School Provision

If a child with an EHCP needs a more specialist curriculum and environment to meet their needs, parents and carers have the right to apply for a place in a specialist setting.
This is done through the annual review process. More information on specialist provision can be found on Swindon's continuum of provision.

Alternative Provision

In a minority of cases, where pupils are unable to receive a suitable education due to exclusion, illness or other reasons, Alternative provision may be arranged by the Local Authority or school. Further information can be found in the DFE's alternative Provision guidance.

Transitions

In school, we offer enhanced transition for any children who may find transitions challenging. This is individual to each child but can include additional visits to the class teacher, a chance to spend time in the year above and talk to pupils already in that year group and a personalised transition booklet.

Enhanced transition plans are made accessible for children new to the school who require extra support and we invite any prospective parents of children with SEND to contact the school office to discuss this further.

During the summer term, as part of transition for all children, teachers and TAs will meet to discuss the children who will be moving classes or school. Pupils who require additional support will be identified and specific information about each individual child will be shared accordingly. If children are joining from another setting the teacher and/or SENCo may visit children in their current educational setting and attend any relevant meetings.

Pupils in year 6 will be invited to transition sessions in their new secondary school and transition groups will take place with our ELSA's for identified children to talk through concerns and worries.

Help, Advice and Support

Our local authority's local offer is published here, please click on the picture to go straight to the website.





The Special Educational Needs and Disability Information Advice and Support Service.

SIAS offer independent advice and support to parents and carers or all children and young people with SEND.

The contact details are:
Tel: 01793 466515
Website: https://www.swindonsias.org.uk/

Other helpful websites

https://swindonsendfamiliesvoice.org.uk/ - Swindon SEND families voice

https://www.swindon.gov.uk/info/20220/send_newsletters/1565/send_news_splash SEND News Splash

https://www.swindoncarers.org.uk/ - as a parent of a child with SEND, you may be eligible to register as a parent carer

https://cerebra.org.uk/ Cerebra UK has lots of advice and support to help wording your DLA application

https://www.gov.uk/apply-blue-badge

https://www.swindoncarers.org.uk/young-carers-support-in-swindon/ if any siblings are acting as carers, they may be able to access respite and support from peers in a similar situation through Young Carers.

What should I do if I want to make a complaint?

1. If you have a complaint concerning provision for your child, you should discuss this with the class teacher in the first instance.

2. If further discussion is needed, the matter should be referred to the SENDCo lbutcher@evenswindon.co.uk followed by the Head Teacher if needed head@evenswindon.co.uk

Monitoring arrangements

The SEND policy and information report will be reviewed by the SENDCo (Lucy Butcher) every year. It will be approved by the governing body.

Links to other policies and documents

This policy links to our policies on

- Accessibility plan
- Anti –bullying policy
- Attendance policy
- Behaviour
- Equal opportunities
- Medicines and sickness

Signed: Mrs Lucy Butcher (SENDCo)
Date: October 2025