

## **Swindon Village Primary School Special Educational Needs Information Report**

Swindon Village Primary School is part of the local cluster including Gotherington, Woodmancote and Grangefield.

### **Our motto.**

**Learning from each other achieving together.**

### **Inclusion Team:**

- *Sarah O'Leary – Inclusion Manager*
- *Louise Brown – Mental Health and Pastoral Lead, Lead Teaching Assistant*
- *Angela Harrison – Intervention Teacher*
- *SEND Governor*

### **How we support children with special educational needs or disabilities.**

#### **Our vision**

By working in partnership through innovation, creativity and challenge our children will become successful motivated citizens who are equipped to face the challenges of the future.

We are a Primary School and we admit pupils from age 4 to 11. We have a nurturing ethos throughout the school.

Our Ofsted rating is 'Good'. Our most recent inspection was in March 2018. The full report can be downloaded from Ofsted's website, please click the following link for further information.

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider>

### **How does your school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example *if* behaviour or self-esteem is a barrier to learning.
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

### **What should a parent do if they think their child may have special educational needs?**

Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact the Inclusion Manager Sarah O'Leary.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

### **Who will explain my child's needs and progress to me?**

- The class teacher will meet parents on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the Inclusion Manager is available to discuss support in more detail. If your child has a My Plan you will be invited to meet with the Inclusion Manager termly.

### **How will school support my child?**

- Our Inclusion Manager oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made.
- The class teacher will use a My Plan to set out the support your child is receiving and evaluate the success of any interventions and provision.
- The My Plan has specific targets so that it is easy to track progress.
- Some of the teaching assistants may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Some of our children with language difficulties use symbols and Makaton signing to help them communicate their needs.

There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts or via your child's My Plan.

### **How are the Governors involved and what are their responsibilities?**

- The Inclusion Manager reports to the SEN Governor every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors, is responsible for special educational needs and meets regularly with the Inclusion Manager. She also reports to the Governors to keep them informed.
- The Governors agree priorities defined by the Inclusion Manager for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

### **How do teachers adapt the curriculum to an individual child's needs?**

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. This might mean that in a lesson there would be different levels of learning set for the class, however on occasions this can be individually adapted for a specific child.
- The benefit of this type of adaptation is that all children can access a lesson and learn at their level.

### **How are the school's resources allocated and matched to children's special educational needs?**

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programmes/booster sessions, pre-teaching designed to meet individual or groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher and Inclusion Manager will meet and discuss each child's needs and what support will be appropriate.

Different children will require different levels of support in order to help them progress and achieve their potential. This needs to be carefully balanced with gaining independence.

### **How does the school judge whether the support has had an impact?**

- By reviewing children's progress regularly on My Plan targets and regular updating of the school's assessment data. Parents will be invited to three formal review meetings a year to discuss their child's progress in school and copies of My Plans will be sent home to parents three times a year.
- Academic Progress is monitored against national/age expected levels, discussed at pupil Progress Meetings and attended by Class Teachers and a member of the Senior Leadership Team. If concerns arise during these discussions the Inclusion Manager will also be involved in the meeting.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

The class teacher, parents and Inclusion Manager will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

### **What opportunities will there be for me to discuss my child's progress?**

We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.

You will be able to discuss your child's progress at parent's evenings and review meetings.

You are also welcome to make an appointment at any time to meet with either the class teacher or Inclusion Manager and discuss how your child is getting on.

### **How will you help me to support my child's learning?**

- The class teacher or the Inclusion Manager can offer advice and practical ways that you can help your child at home.
- The class teacher can provide, if needed, a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have a My Plan which will have individual / group targets. This will be discussed with you three times a year and you will be given a copy of the My Plan. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education Health Care Plan (EHCP) which means that a formal meeting will take place annually to review your child's progress in addition to the other review meetings.

Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.

- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- The school parent support advisor (PSA) Louise Brown is available to meet or speak with parents in person or over the phone. This is an informal meeting where parents are able to seek advice and support about home learning or issues at home.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

### **How do you measure my child's progress?**

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including some standardised tests, as appropriate.
- Children who are not making expected progress are identified through examining assessment data. In phase meetings discussions take place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's My Plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target the reasons for this will be discussed, then the target may be broken down into smaller steps or a different approach may be tried to ensure the child does make progress.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Inclusion Manager or with the Pastoral Lead. This may involve working alongside outside agencies such as Health and Social Services.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food. We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

### **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher/school office if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare staff administer medicines at lunchtime. If a child requires ongoing medication in school, this will be managed through an individual care plan written by the Inclusion team or the relevant health care professional and in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an intimate care plan.

For safety reasons, younger children are usually separated from older pupils at break and lunchtimes except in summer when the field is in use and the school has the opportunity to play together. The school has a team of lunchtime supervision staff to manage behaviour and support in the dinner hall, promote positive play and deal with minor injuries. In addition, some TA's support children who need emotional or social support in the playground.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times. When possible a lunchtime club is held for those pupils who find it difficult outside, where they can play and chat.
- The attendance of every child is monitored on a daily basis by the attendance officer – Claire Phelps. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- If a child is at risk of exclusion regular meetings are held with parents and a plan written together to the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
  - “Class Charts” is used to record children’s positive and negative behaviour and this information can be accessed by parents. Both positive and negative behaviour is tracked by the head teacher and deputy head teacher.

Good class attendance is rewarded with a termly certificate.

### **How will my child be able to contribute their views?**

- We value and celebrate each child’s views on all aspects of school life. This is usually carried out through the School Council.
- Children who have My Plans discuss their targets and thoughts with their class teacher/teaching assistant.
- If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

Each class, has a pupil council representative who is voted in by the class and attends meetings and takes and feedbacks pupil views.

### **What specialist services and expertise are available at or accessed by the school?**

- We work closely with any external agencies that we feel are relevant to individual children’s needs within our school. These may include: GP, School Nurse, Advisory teachers, Counsellors, Outreach from special schools, Clinical Psychologist, Police Community Officer, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Children and Young People’s Services (CYPs/CAMHS) Social Services and Social Workers.

- The ‘Gloucestershire Local Offer’ is available at

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>

### **What training have the staff supporting children with special educational needs, had or are currently having?**

- All of our Key Stage One and Year 3 teachers and teaching assistants have had training in delivering phonics.
- One teaching assistant is Drawing and Talking trained to safely support children through this therapy.
- The Inclusion Manager and 5 SEND teaching assistants are trained in Lego Therapy.
- Two teaching assistants are trained to deliver The Fizzy Programme, an intervention to help develop gross and fine motor skills.
- All SEND teaching assistants are experienced and skilled in a range of Autistic help strategies, use of social stories, widgeo online, visual timetables and visual cue cards.

### **How will my child be included in activities outside the classroom including day and residential trips?**

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

### **How accessible is the school environment?**

The floor of the main school building is completely accessible.

There are 2 accessibility toilets, which are large enough to accommodate changing and personal hygiene care.

All classrooms have 'Sound proofing' to support hearing-impaired children.

The school building is decorated and maintained to support children who are visually impaired.

Both playgrounds have purpose built shaded areas to support pupils with light sensitivity.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- Where possible we encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.

- When children are preparing to leave us for secondary school, we arrange visits for them where possible.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

### **How are parents involved in school life?**

- Regular communication with parents is extremely important and this is done through:
  - School Facebook updates
  - Weekly bulletins emailed to all parents
  - Class Charts software
  - Invitations to visit classrooms to discuss and share learning
  - Parent / teacher meetings twice a year
  - My Plan reviews three times a year

### **Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Inclusion Manager.
- Look at our Special Educational Needs policy on our website.
- SENDIASS Gloucestershire is an organisation that provides independent advice and support for families – 0800 158 3603 or 01452 427566.

### **Who should I contact if I am considering whether my child should join the school?**

- Contact Mr G Mills (Head Teacher) to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the Inclusion Manager, Sarah O'Leary, who will discuss how the school could meet your child's needs.

Our offer to children with special educational needs and disabilities was updated in September 2023.  
It will be reviewed in September 2024.