



## Special Educational Needs Information Report

### Swanmore C of E (Aided) Primary School

#### **Vision Statement**

Swanmore Church of England Primary School's Christian values of Honesty, Charity and Respect strive to develop children in to caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

#### **Special Educational Needs Provision at our school**

Swanmore C of E (Aided) Primary School is a mainstream school, which strives to provide the best learning opportunities for all children. Our core values promote an inclusive school community. The school, including the governing body, recognise that all children are individuals who have different learning needs. We work hard to ensure all children are given the right balance of support and challenge.

#### **How does our school identify and assess Special Educational Needs?**

In Hampshire, there are clear guidelines set out in the Special Educational Needs (SEN) Code of Practice, which indicates what is considered special educational needs, and as a school, we work closely with these guidelines when identifying children with SEN. Throughout the school, we continually monitor and assess the progress of all our children. The Special Educational Needs Coordinator (SENCO) coordinates SEN provision, liaising with parents, school staff and specialist advisors from the local authority and health service. We track the progress of children, and where expected progress is not being made, steps and interventions are put in place to support areas of need. We also work closely with our local preschools and previous schools to identify any special educational needs children may have prior to joining us, in order to ensure we have appropriate support in place. In addition to this, we work closely with local secondary schools to ensure a smooth transition for children starting year 7.

If parents have any concerns regarding the progress of their child, or believe they may have an area of special educational need, then we would urge you to talk to the class teacher, SENCO (Special Educational Needs Coordinator) or Head teacher.

Hampshire SENDIASS can also offer valuable advice:

Telephone: 0808 164 5504

Email: [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)

Hampshire SEN team can also be contacted:

Telephone: 01962 846569

Email: [winchester.sen@hants.gov.uk](mailto:winchester.sen@hants.gov.uk)

#### **How does our school provide support for children with SEN and involve parents?**

The SENCO, supported by the SEN governor, regularly check how well SEN support is helping children in our school.

Through monitoring, observing and assessing a child's needs, staff work together with the SENCO to put in place appropriate support and provision. Progress of all children is shared termly. In both autumn and spring terms, parent teacher meetings are held, to discuss how children are doing. A report is also sent home at these times. Children with SEN will be set individual targets, discussed and agreed with the child where appropriate, which will be shared and reviewed with parents. In the summer term, parents will be provided with a written report, detailing progress within all areas of learning. However, we have an 'open door' policy and would encourage parents to discuss any concerns they may have with the class teacher or SENCO. We firmly believe that effective SEN provision is secured when children, parents and staff work together to support a child's individual need.

If a child has a complex SEN, an Inclusion Partnership Agreement (IPA) or statement of SEN in the form of an Education, Health and Care Plan (EHCP) may be put in place. This means a formal meeting will be held annually to discuss progress and a report will be written which is shared with the Hampshire SEN team.

Class based learning is adapted for all children. Some targets will be supported within lessons by the class teacher or a teaching assistant (TA), others may be supported outside of a lesson through a specific intervention programme (usually delivered by a trained TA). Teachers work hard to ensure work is adapted for children, providing appropriate support but also challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children. We aim to make sure our learning environments meet all our children's needs.

We value highly the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEN, making changes where necessary. If appropriate we will meet with parents to discuss concerns and additional support that may be required. We aim to ensure all children have the chance to be part of lunch time or after school clubs.

The social and emotional wellbeing of our pupils is valued, and we have worked to develop and maintain a strong community ethos. Personal, health and social education provides the opportunity for children to discuss issues such as low self-esteem, positive relationships and teamwork. We have trained Emotional Literacy Support Assistants (ELSA) and a Therapeutic Active Listening Assistant (TALA) who are able to offer additional support. They form part of our pastoral support team. Where necessary, specific plans may be put in place to support a child's wellbeing; parents will be consulted.

### **What kind of SEND are provided for at Swanmore?**

Swanmore endeavours to provide an education to all children, including those with special educational needs. Swanmore will make reasonable adjustments to meet the needs of children with the following special educational needs:

- Cognition and learning (C&L)
- Specific learning difficulties (SpLD) e.g. dyslexia
- Social, emotional and mental health (SEMH)
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Conditions (ASC)
- Physical disabilities (PD)

- Visual impairment (VI)
- Hearing impairment (HI)

### **Who can I contact for further information?**

### **Who is the SEN Coordinator and how can they be contacted?**

If you are unsure about any of the support or provision being made for your child, please do not hesitate to contact the class teacher or SENCO. Our ethos is to work together with parents to gain the best outcome for your child. If you feel your concern is not resolved through this process, please refer to our complaints procedure which can be found on our school website.

The SENCO can be contacted by the details below:

Name: Katherine Burdett

Email address: [senco@swanmore-pri.hants.sch.uk](mailto:senco@swanmore-pri.hants.sch.uk)

Telephone: 01489 894555

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

### **What training has the staff supporting children with SEN had, or currently having?**

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- Educational psychologist
- Therapists including SALT (speech and language therapy), OT (occupational therapy), physiotherapy
- Advisors including Hearing Impairment, Visual Impairment, Physical Disability and Assistive Technology
- Primary behaviour service (PBS)
- Health services including school nurse and CAMHS (Child and Adolescent Mental Health Services)
- Social care
- Outreach services
- Virtual school (to support LAC and PLAC)

We will seek support from outside agencies for staff and families if it is needed.

We have a qualified SENCO overseeing the provision within the school and an effective team of teaching assistants; training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within the school reflect the needs of the staff and children we work with. Our SENCO meets regularly with SENCOs from other local schools, chaired by an Educational Psychologist.

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

The school is predominantly single storey. Wheelchair access is possible to most of the main building via a ramp but there are steps to one classroom. All the new buildings and changes to the old school have incorporated facilities for easy access for wheelchair users. The two doors between the new buildings are automated. There are two accessible toilets in the school. The outside space is open to all, yet the field is on a raised bank. Reasonable adjustments have been made to develop accessibility.

## **How will the school prepare and support my child to join the school or transfer to a new setting?**

The transfer to a new setting can be an anxious time for both child and parent, and we encourage visits to the school before applying. Careful planning is made for all children, but for children with SEN, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any existing support from external agencies. Parents will be involved in discussions. During this time, the needs of the child and any particular concerns are shared. Staff at the new setting will then meet with the child. Specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

An IPA (Inclusion Partnership Agreement), which details clear targets and action points, may be put in place to support transition if it is felt necessary.

## **What is the purpose of this report?**

This information report has been written as required by Section 6.79 of the SEN Code of Practice (2015) and links to the local authority local offer, which is available on the following website:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Consultation with parents and children has taken place at county and school level. It has been approved by the governing body of our school, and responsibility for updating it has been delegated to the SEN governor.

Date of Policy Issue/Review:	March 2023
Reviewed and approved by Curriculum & Standards Committee:	11 <sup>th</sup> May 2023
Approved by Full Governing Body:	16 <sup>th</sup> May 2023
Review date:	March 2024