



Swinton Fitzwilliam Primary



Special Educational Needs and Disability Information Report

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Approved by Governors	
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Contents

Introduction (Page 2)

- Statement of Intent
- The Inclusion Team (including contact information)

Definition of SEND (Page 3-5)

- Special educational need (SEN)
- Disability and Medical Needs
- Areas of SEND

Implementation of Policy (Page 6 - 11)

- Early Identification
- SEN Support
- The Inclusion Register
- Communicating with parents
- Data Protection
- Complaints

Appendices 1 - Specialist Services (Page 12)

Appendices 2 - Useful information (Page 13)

Special Educational Needs and Disability Information Report

At Swinton Fitzwilliam Primary, our vision for children with special educational needs and disabilities is the same as for all children – that they achieve well in their early years, at school, and lead happy and fulfilled lives.

Statement of Intent

It is our intention that special educational needs and disabilities will be identified at the earliest point with support routinely put in place quickly, and the parents and carers of children with SEND will know what services they can reasonably expect to be provided.

When a special educational need and/or disability is identified, parents will be notified and staff at Fitzwilliam will take action to remove barriers to the child's learning and put effective special educational provision in place. This is called SEN support.

Children (where appropriate) and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Earlier decisions and actions will be revisited, refined and revised with a growing understanding of the child's needs and what support will help secure good progress and good outcomes for them. This approach is known as the Graduated Response. For more information about the SEN support on offer please refer to the **Fitzwilliam SEND Offer**, which is available on our website <https://www.swinton-fitzwilliam.org/policies>

Children with more complex needs may require support from other services including health professionals (e.g. speech and language therapy, 0-19 services, Hearing impairment team) and social services (e.g. Early Help and other services available from Rotherham Local Offer). These professionals will work jointly with the school and the Local Authority to meet the needs of the child.

In such cases schools, parents and carers can request an assessment for an Education and Health Care Plan.

The Inclusion Team

Kristy Smith - SENDCo

Deborah Wing - Inclusion Manager

Dave Lennox - Governor with responsibility for SEND

To contact us please email at enquiries@sfp.wwpot.org or telephone 01709 874418

Definition of SEND (adapted from DfE Code of Practice)

Special Educational Needs (SEN)

A learning difficulty is when a child has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child has SEN if they have a learning difficulty or disability, which despite quality first teaching, calls for special educational provision to be made for him or her that is additional to and different from that which is normally provided.

Disabled children (D) and Medical Needs

Under the Equality Act 2010 – a disability is defined as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

Disability would also include sensory impairments such as those affecting sight or hearing and physical disabilities. It also includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with medical conditions will have an individual **Medical Care Plan**, which is reviewed annually. Please see **Supporting Children with Medical Needs** on our website <https://www.swinton-fitzwilliam.org/policies>

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Reasonable adjustments will be made for any child with a disability to ensure they are not at a substantial disadvantage compared with their peers. For access arrangements at Swinton Fitzwilliam please see the school **Access Arrangements Policy**, which is available on the website at <https://www.swinton-fitzwilliam.org/policies>

Areas of SEND

There are four main areas of SEND. It is common for children to have needs in more than one area.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical

Communication and Interaction

Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child 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.

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.

Cognition and learning

Learning difficulties cover a wide range of needs.

- A **specific learning difficulty (SpLD)** which is a **difficulty** with some particular aspects of **learning**. The most common SpLDs are Dyslexia, Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia.
- A **moderate learning difficulties (MLD)**, which is a term applied to children who have **difficulties** resulting in school attainments below expected levels in many areas of the curriculum, despite academic support and differentiation.
- A **severe learning difficulties (SLD)**, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to **profound and multiple learning difficulties (PMLD)**.

Social emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory or Physical needs

Some children 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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Implementation of SEND Policy

Early Identification

Early identification of SEND is a priority at Swinton Fitzwilliam Primary. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

Through regular assessment, we seek to identify any child that is making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All those who work with children at Fitzwilliam should be alert to emerging difficulties and respond early.

We also acknowledge that parents know their children best. As a result, we will listen to parents/carers that express concerns about their child's development and work collaboratively to plan support. Where appropriate, we will also listen to and address any concerns raised by children themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention is a priority.

Other events such as bereavement or bullying can also lead to learning difficulties or wider mental health difficulties. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe.

At Swinton Fitzwilliam we will provide support in order to meet the child's short-term needs and prevent problems escalating. Where there are long-lasting difficulties we will consider whether the child might have SEN.

SEN Support

All our children at Swinton Fitzwilliam have access to a broad and balanced curriculum. They also have access to Quality First Teaching in the classroom alongside their peers.

Quality First Teaching means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching builds on what your child already knows, can do and understand.
- Lessons are appropriately differentiated, which means different ways of teaching are in place so that your child can access the lesson and is fully involved in their learning. Some examples of differentiation are: additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work.
- Specific strategies (suggested by the SENCo) to support your child to learn.
- On-going assessment within the day-to-day framework of the classroom of your child's progress to identify any gap or gaps in their understanding/learning.

The **Graduated Approach** means that provision for a child with a SEND is a continuum between whole class Quality First Teaching at one end and highly personalised 1:1 teaching at the other. The cycle is driven by your child's needs.

All children have access to quality first teaching, but where a potential SEND has been identified, the approach to your child's teaching and

learning becomes increasingly personalised as our understanding of your child and his/her need grows.

The Inclusion Register

Step 1 - Monitor

Where a child is highlighted as not making expected progress, despite quality first teaching and differentiation - the child will be **monitored** for a period of time. The class teacher may plan a small group or 1:1 intervention to help the child close the gaps or 'catch up'. These approaches will be recorded on the Provision Map – a working document updated regularly during the term by the class teacher and monitored by the SENDCo.

The class teacher will talk with the child and contact the parents/carers to find out if there are any difficulties at home or if they have any information which may help to explain the teacher's concerns.

If, following this period of observation, concerns remain about a child's progress then the class teacher will complete an **Initial Note of Concern (INOC)** and will discuss the child's needs more formally with the SENDCo and parents/carers. Additional information may be sought through observations and additional assessments to help identify the need. If necessary we may seek further informal advice from other agencies such as the Speech and Language Therapy Service or Learning Support Service.

Children with a medical diagnosis or an additional need recognised by school and parents/ carers (but who do not have SEND) will also be included on the school's Inclusion Register so that we can provide appropriate support to meet the child's needs.

Step 2 - Special Educational Needs and Disability (SEND)

If a child has had quality first teaching, classroom differentiation and intervention and is still working significantly below age related expectations, a member of the Inclusion Team will contact parents/carers to discuss adding the child to the SEND register.

Children will continue to receive quality first teaching and intervention focussed specifically around the child's individual targets, which are set by the class teacher (with guidance from the SENDCo if necessary) and parents/carers.

Where a child continues to present with:

- Specific difficulties in developing literacy and/or numeracy skills
- Persistent emotional difficulties communicated through dysregulated behaviour, which substantially and regularly interferes with or impedes the child's own learning or that of their class group, despite having an individualised behaviour management programme
- Sensory or physical problems requiring specialist equipment and/or visits/advice from specialists
- Ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The SENDCo, with consent from parents/carers , may decide to involve external agencies (e.g. Educational Psychology, Learning Support Service or CAMHS) to provide more specialised assessment and formal advice. Any advice targets and strategies are then incorporated into the child's individual key actions.

Step 3 - Request for an Education and Health Care (EHC) Needs Assessment.

When considering an EHC Needs assessment, the test that the Local Authority (LA) must apply in considering this request is contained in section 36(8) of the Children and Families Act 2014 and has two parts.

- Part one of the test is that the child has or may have special educational needs.
- Part two of the test is that it may be necessary for special educational provision (above SEN Support) to be made for the child through the issuing of an EHC plan.

The SENDCo will provide evidence of the school's graduated response. For example evidence may be provided to show the need for specialist teaching and/or specialist equipment. Evidence could include reports from professionals and/or evidence that the child is not making progress despite the school putting interventions in place.

The Local Authority will also seek the views of the parent/carer and the child.

The Local Authority will inform parents/carers and the school if they intend to issue an EHC plan (EHCP) up to a maximum of 6 weeks after the request has been submitted.

An EHC Needs Assessment does not mean that an EHCP will be given. Nevertheless, the Local Authority will inform parents/carers of their right to appeal the decision.

Communicating with parents

At Swinton Fitzwilliam School parents/carers of children with SEN/D and other vulnerable children are invited to termly meetings with the child's class teacher. A member of the Inclusion may also attend these meetings and any other interested parties e.g. Learning Support Teacher.

At these meetings we will review previous targets, discuss what is working well, what we can improve and agree on key actions that work towards the overall outcomes for your child. Where appropriate, the child may also be involved in the process. These targets will then inform teacher's planning and the support provided for your child both at home and in school.

Data Protection:

Following the guidelines set out in the Data Protection Act (1998) and the GDPR regulations, the school aims to keep sensitive information about children with SEND stored securely and only the SLT and relevant members of the Inclusion Team have full access to this information. Information is not stored for longer than necessary and is not shared without parental consent except in a case of child protection. Teachers will also be briefed on the needs of the child to support teaching and learning. Please refer to the separate Safeguarding Policy and GDPR Policy both available on our website <https://www.swinton-fitzwilliam.org/policies>

SEND Complaints Procedure:

Should you have any complaints regarding your child's SEND that is not resolved by speaking to a member of staff, please refer to our complaints policy and procedure. <https://www.swinton-fitzwilliam.org/policies>

Appendices 1

Specialist Services

We use a wide range of services to support our children and families- for more information visit the Rotherham Local Offer

<http://www.rotherhamsendlocaloffer.org.uk/>

Some services which are available to be accessed are listed below:

- Learning Support Services - 01709 740226
- Educational Psychology – 01709 822580
- Speech and language therapy (SALT) – 01709 423230
- Visual impairment team – 01709 336415
- Hearing impairment team – 01709 533584
- Occupational therapy – 01709 424400
- Child and adolescent mental health service (CAMHS)
01709 304808
- Autism Information & Advice Service – 01709 336404
- Early Help Team – 01709 334905

Appendices 2

For more information about the resources, services, support, activities and events for Rotherham's children and young people with Special Educational Needs and Disabilities (SEND). Visit Rother Local Offer

<http://www.rotherhamsendlocaloffer.org.uk/>

If you would like impartial information, advice and support that can help you to support your child with SEND and take an active role in their education you can contact Rotherham SENDIASS.

<http://www.rotherhamsendiass.org.uk/>

Tel: 01709 823627

The services SENDIASS offer are:

- trained staff and volunteers offering confidential and impartial information, advice and support
- information about education, health and social care, voluntary organisations and support groups
- a range of information leaflets on special educational needs and disability related topics
- access to special educational needs and disability information such as books, CDs and video
- training for parents and practitioners

Other Useful Websites

<https://www.autism.org.uk/>

<https://www.scope.org.uk/>

<https://councilfordisabledchildren.org.uk/>