

SEND at Swinton Queen Primary School

We are a fully inclusive school that works hard to ensure children's needs are met and that those with SEND are fully integrated into all aspects of school life.

Class teachers work collaboratively with the SENDCo, Miss Gray, and outside agencies to ensure that children within their care achieve success. Regular meetings with parents support the work carried out in school.

We have high expectations and ensure that those who have SEND achieve and progress alongside their peers.

Careful tracking of pupil data allows staff to closely monitor all groups of pupils, reviewing and implementing intervention as needed.

There is an expectation that all SEND children can achieve national expectations for children of their age.

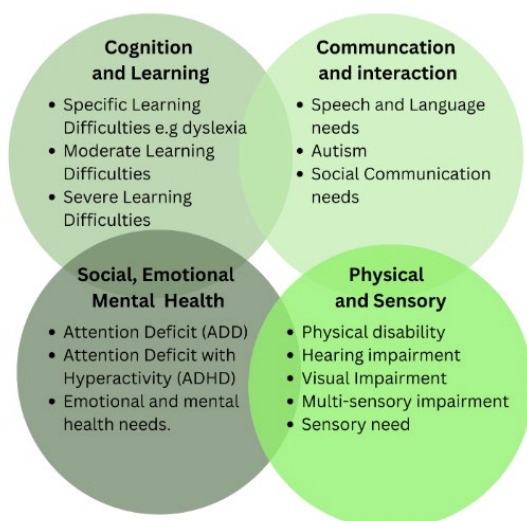
What is (SEN) Special Educational Needs?

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

A child has a learning difficulty or disability if he or she:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

The SEND Code of Practice categorises SEND into 4 different areas.



How do we know if a child has Special Educational Needs?

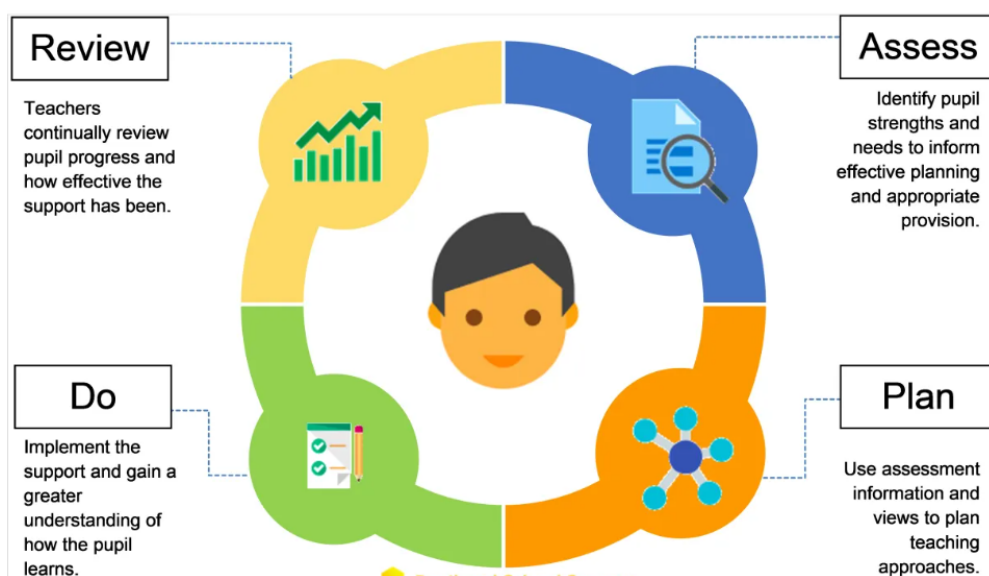
It is important to recognise that children start school with varied experiences and need time to settle to new experiences and activities. Many children with complex needs have these identified very early, parents and carers may have already noticed that their child struggles in certain areas. For other children difficulties may only become apparent as they grow and develop and as they learn and interact in new and different environments.

At Swinton Queen Primary School we believe that early identification and appropriate intervention improves the prospects of all children with special educational needs.

In school, we regularly assess all children and this will identify children that are making less than expected progress. Children will be identified as needing extra support, if despite high quality teaching, their progress is;

- *Significantly slower than that of children of a similar age
- * Failing to match or better the child's rate of progress
- *Failing to close the attainment gap between the child and their peers
- *Widening the attainment gap.
- *Identification of need from Health, Social Care or Speech and Language.

The child's class teacher and SENDCo will monitor the child closely and make observations. This will also include discussions with parents, with clear review points. This is known as Assess, Plan, do and Review.



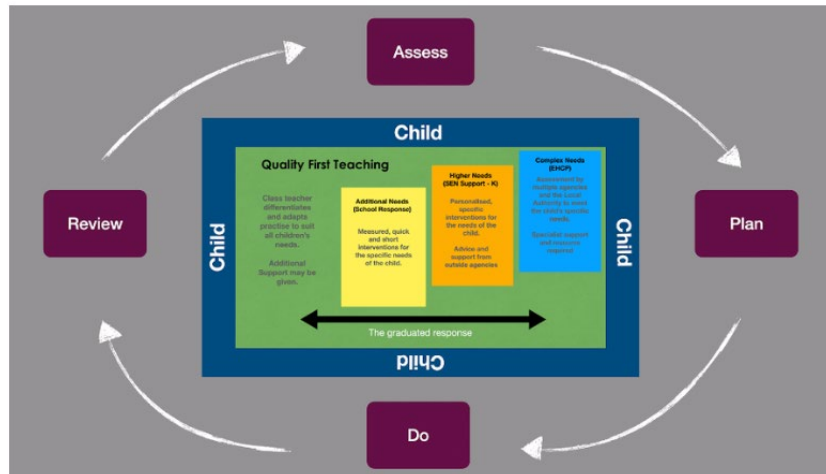
Who are the best people to talk to if I think that my child may have specific/ additional learning needs?

The first person to speak to if you have any concerns about your child is their **class teacher**. Your child's teacher knows your child better than any other adult in school and is always willing to listen to any concerns which you may have. The class teacher will also raise any concerns they have about their child's development. We prefer for such discussions to be in person but we are happy to make a phone call if this is more convenient to you.

Where appropriate, the concern will then be shared with the Special Educational Needs Coordinator, Miss Gray. Further discussions may then take place between all relevant parties to determine the best way forward for your child.

How do we meet children's learning needs?

All teachers deliver high quality teaching, and have high expectations for all pupils in the class. The class teacher plans lessons according to the specific needs of all groups of children. All teaching is based on building on what your child already knows and understands.



Different ways of teaching are in place so that your child is fully involved in learning in class. For your child this may involve using more practical learning, different resources, using technology or additional adult support.

Your child's class teacher will have carefully assessed your child's progress informally and formally and will know where there are gaps in understanding or learning, they will decide when additional support is needed. Additional resources may include:

- a quiet learning space to limit distractions
- accessible font styles on the Interactive whiteboard and other resources

- a pale background is used on the Interactive whiteboard
- writing frames/ word mats are used to scaffold and support writing
- pencil grips to support control and to improve handwriting
- writing slopes to help with posture and wrist position when writing
- wobble cushion to support with posture and to reduce fidgeting
- visual prompts to remind children what they are learning
- visual timetables to develop sequencing of the day
- movement breaks when needed
- time out when the child starts to become overwhelmed
- sensory resources

How do we know if the support is working for my child?

Your child's progress is continually monitored by his/her class teacher in lots of ways including:

*regular marking

* questioning

*written and verbal quizzes and tests

Alongside these strategies, in school we use other assessment tools to monitor children's progress. including Little Wandle Phonics assessments, PIRA/PUMA assessments, Pivats, Boxall Profile, national assessments and phonics screening.

How will my child and I be involved in making decisions about my child's education?

We believe in a child centred approach to information gathering and the cycle of assess, plan, do, review. Termly reviews and target setting meetings are planned into the school calendar. Parents are invited to discuss their child's progress, targets are shared with pupils and successes are celebrated. If you wish to meet more frequently, the We collect the voice of the child for each review meeting so we are able to share how your child feels in school about their learning.

What training have have staff at Swinton Queen had to support children with SEND?

The SENDCo attends relevant training in order to keep up to date with new strategies and interventions and with current developments within SEND. SENDCo support is also available through our Trust SENDCo and Trust SEMH Lead.

During the last two years the staff (including some of the lunchtime supervision staff) have received training in:

- Thrive
 - Trauma Informed UK- Level 5 diploma
- Working with children with Down's Syndrome
- AET- Making Sense of Autism
- Supporting Children with Dyslexia Friendly Strategies
- Supporting children with Dyscalculia
- Supporting Children with Sensory Needs
- Using Sensory Circuits
- Talking Tables
- Talk Boost
- Nuffield Early Language Intervention (NELI)
- 1stClass@number
- Tiny Talkers- Universal Training
- Tiny Talkers Enhanced Training

Which external services might we ask to help us to support your child?

We are able to access a range of professional services who can offer advice and support to help us meet your child's needs.

- Child Development Centre

- Specialist Inclusion Team
- Educational Psychology Service
- Speech and language therapy (SALT)
- Visual impairment team
- Hearing impairment team
- Occupational Therapy Service
- Physiotherapy
- Child and adolescent mental health service (CAMHS)
- With Me in Mind
- Aspire Primary Outreach
- Autism Information and Advice Service
- Early Help Team

When we feel that more specialist advice is needed, school will refer to these services. A referral will only be made once we have already put school support in place, reviewed the impact it has had and then decided in consultation with parents that a more specialised level of provision is required. In addition, across our Trust we have access to a range of specialism including SEND network meetings, where we are able to confidentially discuss strategies to help support our children with SEND and an SEMH specialist teacher to support staff with strategies to help children feel regulated within school.

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

Your child's class teacher knows your child best and they will be able to suggest activities to support your child alongside homework activities etc. During Review meetings, the SENDCo, Miss Gray will be able to suggest specific strategies to support your child. If your child is seen by an outside agency, then the professional involved will also be able to provide advice how to support your child.

The Rotherham Local Offer also has a wealth of information and advice for supporting children's special educational needs.

[Rotherham SEND Local Offer](#)

How will my child's medical needs be met?

- If your child has medical needs then a care plan is written with your support and in consultation with medical practitioners where appropriate. These are shared with all staff who work with your child. If necessary, the care plan will include a risk assessment to ensure that your child is able to access all activities and learning opportunities safely.
- All members of staff basic first aid training which is updated every three years.
- All members of the EYFS team have paediatric first aid training which is updated every three years.
- All staff receive specialist training for children with Epilepsy, this is updated every year.
- Where a child has a specific medical need additional staff training will be arranged in consultation with the relevant professionals.

How will school prepare and support my child to join our school, transfer to a new setting or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and we plan to ensure that any transitions are as smooth as possible.

- If your child is joining us from another school they will be able to visit and stay for taster sessions. Our SENDCo, Miss Gray will liaise with the SENDCo at your child's current school to discuss the best way to meet their learning needs.

- If your child is moving to another school:

*We will contact the school SENDCo and ensure that he/ she knows about any special arrangements and support that need to be made for your child.

*Whenever possible visits will be arranged to the receiving school for your child prior to the move.

*All records about your child will be passed on as soon as possible.

- When moving classes in school:

* Information will be passed on to the new class teacher in advance and a planning meeting will take place. Individual support plans will be shared with your child's new teacher.

* In the last few weeks of term, your child will visit their new class teacher as part of whole school transition. In addition to this, your child's new teacher will visit your child in their current class and spend time with them.

* If necessary, transition books will be prepared and shared with you and your child to help them become familiar with new staff and classrooms etc.

- In Year Six

- * Where possible your school SENDCo will meet with the SENDCo at the secondary school and share information.

- * We have a number of secondary schools which take children from us including: Wath, Swinton and Rawmarsh Where possible we invite SENDCos or Learning Mentors to summer term review meetings to meet parents and discuss needs.

- * Where possible, extra visits to the secondary school will be arranged so children can become familiar with the layout and routines. They have the opportunity to meet key members of staff and make new friends.

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

The school budget includes money for supporting children with SEND. The money is used to provide additional support or resources dependent on an individual's needs.

What do I do if I have a complaint?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or the Special Educational Needs coordinator.

School Telephone number: 01709 570438

SENDCo: Miss S Gray s.gray@sqp.wwpat.org

Headteacher: Mr P Higginbottom enquiries@sqp.wwpat.org

Please see our complaints policy for further information.

Rotherham SENDIASS

Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) <http://www.rotherhamsendiass.org.uk/home>

can offer you impartial information, advice and support if you are:

- a parent or carer for a child or young person up to age 25 with special educational needs or disabilities
- a child up to age 16 who has special educational needs or disabilities
- a young person aged 16-25 who has special educational needs or disabilities

