



# Swarland Primary School

*"The Best We Can Be"*




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## Special Educational Needs And Disability Information Report

<b>SCHOOL NAME:</b>	Swarland Primary School		
<b>TYPE OF SCHOOL:</b>	Primary School – Maintained community mainstream school.		
<b>ACCESSIBILITY:</b>	<p>Ramp into school via main entrance for wheel chair access.</p> <p>Small steps up into classrooms and corridors, portable ramp available for wheelchair access.</p> <p>Visibility strips for visually impaired.</p>		
<b>CORE OFFER:</b>	<p>We have trained staff in a variety of areas to meet the needs of individual children on a daily basis. Provision is in place for those children with learning difficulties, communication difficulties, autistic spectrum disorder, physical difficulties, sensory difficulties or behavioural, emotional and social difficulties.</p> <p>We offer a range of interventions and bespoke programs delivered by trained professionals to individuals should the need arise. These include:</p> <ul style="list-style-type: none"> <li>• literacy interventions of Read, Write Inc</li> <li>• Literacy intervention of Toe by Toe</li> <li>• Emotional Coaching</li> <li>• Talk about (emotional literacy)</li> <li>• Friends Resilience (mental health and wellbeing)</li> <li>• Teodorescue (fine motor skills)</li> <li>• Reading recovery</li> <li>• Reading to dogs</li> <li>• Communication interventions including Talk Boost</li> <li>• Mathematical interventions of Power of 2</li> <li>• First Class Mathematics</li> <li>• NELI – Early years language programme</li> <li>• Lego therapy</li> <li>• Stairway to spelling</li> <li>• IDL (spelling intervention)</li> <li>• Drawing &amp; Talking Therapy</li> <li>• Safe handling &amp; de-escalation</li> <li>• Zones of regulation</li> </ul>		
<b>POLICIES:</b>	School policies available on the website for:	SEN	
		SAFEGUARDING	
		BEHAVIOUR	
		EQUALITY & DIVERSITY	

		ADMISSIONS	
	We are aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010		
<b>RANGE OF PROVISION:</b>	<p><b>Areas of strength</b></p> <ul style="list-style-type: none"> <li>• Trained teaching assistants and/or teachers in Emotional Coaching, Autistic Spectrum Disorder, DLD (Development Language Disorder), sensory processing and forest school, as well as trained in the interventions they deliver which are stated above in the core offer.</li> <li>• Trained SENDCO</li> <li>• Staff trained in makaton, British sign language, Talk Boost Training, Stairway To Spelling, Precision Monitoring, Dyslexia training, Toe by Toe, First Class Maths, IDL literacy difficulties, Read Write Inc (dyslexia approved intervention for those with literacy needs) mental health training, Trauma Informed Practice, DLD (Development Language Disorder) and emotional resilience and attachment training.</li> </ul> <p><b>Specialist Facilities/Equipment to support SEND</b></p> <p>Pencil grips, i-pads, slope boards, sensory cushions and toys, Dictaphones, small screens, coloured paper and therapeutic putty, are examples of resources we have readily available in school.</p> <p>Various SEND resources are readily available for children and we buy in suggested equipment when needed and advised.</p> <p><b>Input from Therapists/Advisory Teachers/other specialist support services</b></p> <p>We have access to a speech and language therapist, educational psychologists, Local Inclusion Support Team behavioural support via the local authority. We also have access to an educational welfare officer who offers advice on various issues. The school nurse, visual impairment and hearing impairment and mental health specialists also provide services to our school.</p> <p><b>Breakfast and After School support</b></p> <p>Wrap around care from 7:45am to 5:45pm Monday to Thursday is available with prior booking to Shining Stars Ltd..</p>		
<b>INCLUSION:</b>	<p>All children in school are fully inclusive in all activities – see our inclusion policy. Our school values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards regardless of their age, gender, ethnicity, attainment or background. Lessons are as inclusive as possible, with adjustments made depending on need. Children with disabilities are included on all school visits and residential with parental consent.</p> <p>Our school aims to be an inclusive school, giving equality of opportunity to all our children. We make this a reality through the attention we pay to the different groups of children within our school:</p> <ul style="list-style-type: none"> <li>girls and boys;</li> <li>children with special educational needs;</li> <li>gifted and talented children;</li> <li>any children in minority ethnic and faith groups;</li> <li>children who need support to learn English as an additional language;</li> <li>children who are at risk of disaffection or exclusion.</li> </ul> <p>Support plans are created with the children's views and opinions and they are involved in the review process.</p> <p>22 % (July 2024) of children currently at the school have an SEND</p>		

<p><b>PARENT SUPPORT INVOLVEMENT/LIAISON:</b></p>	<p>How do we involve/support the parents of children/YP with an SEND regarding and meeting their needs? How do we communicate their progress and areas of difficulty?</p> <p>We hold regular face to face (virtual) meetings with parents, school staff, outside agency workers and SENDCO. These include regular review meetings, transition meetings, sharing learning sessions and reviews after agency involvement. This is additional to the 3 parent consultations and end of year reports offered to all children.</p> <p>Staff are readily available for informal meetings with parents. Parents are often offered support through family learning workshops or directed to other resources available such as SEND parent partnership meetings. Parents are invited into parent lunches, workshops and curricular days held throughout the year.</p> <p>Parents are actively involved in setting up support plans and passports. At the start of each cycle we hold a meeting with parents to set them up and agree targets and then they are involved in the reviews at the end of each cycle. Parents are fully involved in COSA (Request for consideration of statutory assessment) applications and are kept up to date as soon as school hears anything. Children who have EHCP's parents are involved in the yearly reviews.</p>
<p><b>OTHER INFORMATION:</b></p>	<p>How will our school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>All our SEND children are given additional visits to their new settings often supported by a school member of staff. Each SEND child is given a transition action plan to fully meet their needs as an individual. Our staff liaise with the new school to ensure they have an informed picture of the child's needs, requirements and achievements. We have carefully planned and structured transition programmes between pre-school to Reception and Year 4 to middle school, Year 6 to High school or for those children moving between schools.</p> <p>What else do you think parents carers would like to know about our school?</p> <p>School Admission Arrangements for Pupils with SEND or disabilities</p> <p>When a school is named on a child's Education Healthcare Plan, a place must be given to this child before any other places are allocated. However, this can only happen if it is known before the allocation process begins.</p> <p>However, if your child has an Education Healthcare Plan and you are unsuccessful in gaining a place at your preferred school, you may appeal to the SEND Panel.</p> <p>We sometimes have very small early years class sizes at Swarland Primary School to give children the best start in life. With our teaching assistant support, children have outstanding access to adult support throughout the day. This contributes positively to the majority of our SEN children making at least good progress from their starting point over time.</p> <p>Complaints: The SENDCO will handle any complaints about the SEND provision in school, under the School Complaints Policy.</p>
 <p><b>Northumberland Information Advice &amp; Support Service</b></p>	<p>Northumberland Information, Advice and Support Service is a free, confidential and impartial service for children and young people (up to 25 years) with special educational needs or disabilities (SEND), and their parents and carers.</p> <p>The information, advice and support provided by the service covers the full range of education, health and social care as defined in the SEND Code of Practice 2015. The service is run at 'arm's length' from the Local Authority.</p> <p>The support the service can offer includes:</p> <ul style="list-style-type: none"> <li>● Providing a listening ear and practical advice and support with understanding the SEND 'system'</li> <li>● Information on a range of SEND topics.</li> <li>● Support with preparing for meetings.</li> <li>● Help with exploring the options for a child/young person's SEND provision.</li> <li>● Signposting to other services and groups, including parent groups, youth forums and national helplines.</li> </ul>

	<ul style="list-style-type: none"> <li>● Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.</li> <li>● Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.</li> </ul> <p>The website for the service provides further details and can be accessed at <a href="http://northumberlandiass.org.uk">northumberlandiass.org.uk</a>.</p> <p>The service operates on a self-referral service basis and can be contacted by phone on <b>01670 623555</b> or by email at <a href="mailto:iass@northumberland.gov.uk">iass@northumberland.gov.uk</a>.</p>
<b>COMPLETED BY: (Name and position)</b>	<p>Louise Fletcher – Headteacher</p> <p>Rachael Stocks – SENDCO</p>
<b>DATE COMPLETED:</b>	July 2024
<b>REVIEW DUE:</b>	July 2025