



SWALLOWNEST PRIMARY SCHOOL



SEND

Policy and Information Report 2025-26

SENDCo: Mrs Sian Leivers
Executive Headteacher: Mr Leyton Mchale
Head of School: Mr Mathew Webb

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Local Offer Contribution: <http://www.rotherhamsendlocaloffer.org.uk/>

Here at Swallownest Primary school, "**We want the best for and the best from everyone in our learning community**". This means that we have highest aspirations and expectations for **all** of the children in our school.

We believe that every child has the potential to be successful and ensure that we have a rich, creative curriculum that every child can access. We have High Quality teaching, ensuring that children's needs are met in class, where possible, enhanced by specialist provision and highly trained staff.

We are proud of our inclusive ethos and we are committed to meeting the needs of children with SEND, working collaboratively with parents/carers, the pupil and external agencies, where appropriate to ensure the success for all members of our school family.

LEGISLATION AND GUIDANCE

At Swallownest Primary School, we have adopted the SEND Code of Practice 2014. This is a whole school approach, ensuring continuity and progression as the child moves through school. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties is an integral part of teaching and learning. The needs of all of our pupils are met through carefully planned lessons delivered by practitioners who understand the needs of the children in their class.

We believe in equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background, as per the Equalities Act 2010. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life. This may require reasonable adjustments to be made for individual pupils to meet their unique needs as directed by The Children and Families Act 2014.

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance to aid their child's learning. When a child is initially identified as having special educational needs, parental permission is sought for the child to be placed on the Inclusion Register. Parents are then kept fully informed of their child's progress through regular contact with school (i.e. a copy of the Support Plan or Individual Educational Plan is sent home on request and parents are invited to any review or multi agency review meetings).

We recognise the importance of liaising with other outside agencies (such as the Specialist Inclusion Team, Educational Psychology Service, Speech and Language Therapy Service, Autism Communication Team etc) as they offer much help and advice in securing the best possible provision for our children with SEND.

AIMS

- To create an inclusive environment which meets the needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To identify the roles and responsibilities of staff/other adults in providing for children with Special Educational Needs.
- To enable all children to have full and equal access to all elements of the school curriculum and all other aspects of school life.

OBJECTIVES

- To identify children with SEND as early as possible, in order to remove/minimise barriers to learning and prevent the development of more significant needs.
- To ensure that the child's needs are assessed and information is gathered, so that appropriate Support Plans (IEP) can be developed (ensuring that targets are purposeful, achievable and measurable).
- To ensure that progress is monitored, records are kept and that reviews take place, with recommendations for future provision.
- To identify the roles and responsibilities of the Special Educational Needs and Disabilities Co-ordinator (SENDCO), Head of School, class teacher and school staff, parents, other outside agencies, schools and the Governing Body in order to ensure effective liaison and give the best possible provision for the child.
- To fully include children with SEND in class, providing appropriate resources and support.
- To ensure that our children have a voice in this process, and to understand that their views are paramount to the support that is available.

ROLES AND RESPONSIBILITIES

Our SENDCo is Mrs Sian Leivers. It is the SENDCo's responsibility to:

- Work with the headteacher, executive headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school, through regular and effective self-evaluation

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to effective transition, reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Executive Headteacher is Mr Leyton McHale and the Head of School is Mr Mathew Webb.

The headteacher/s will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school, through regular and effective self-evaluation
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Chair of Governors is Carl Maw. The Chair of Governors, alongside the governing body will:

- Monitor the quality and effectiveness of SEN and disability provision within the school, by ensuring the curriculum is well led, effectively managed and well planned
- Work with the headteacher and SENDCO to determine and evaluate the strategic development of the SEN policy and provision in the school, through regular and effective self-evaluation
- Ensure all pupils make progress in achieving the expected educational outcomes

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs if they have a difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children the same age or
- have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in schools, within the area of the LA.

The SEND code of practice identifies four broad areas of need:

- **Communicating and Interacting:** this relates to children who have speech, language and communication difficulties which makes it hard for them to make sense of language or communicate with others.
- **Cognition and Learning:** this relates to children who learn at a slower pace to others their age, have difficulty understanding aspects of the curriculum, struggle with organisation and memory skills or have a specific barrier to learning which affects their progress in one aspect of their learning, such as English or Maths.
- **Social, Emotional and Mental Health Difficulties:** this relates to children who have difficulties in forming and managing relationships with others, children who are withdrawn or who display behaviour which has a negative impact on their learning or on their emotional health and wellbeing.
- **Sensory and/ or Physical needs:** this relates to children who have visual or hearing impairments, or a physical need which means that they will require additional and ongoing support and resources to access the curriculum and the learning environment.

Because every child is different, and has different needs, the support your child receives may be quite different from what another child receives in school.

IMPLEMENTATION OF THE CODE OF PRACTICE

Successful implementation of the SEN Code of Practice relies upon:

- early identification of need
- best practice when devising interventions
- taking into account the views of the child
- effective partnership with parents
- regular evaluation of interventions to assess their impact
- close co-operation between all agencies and parties concerned

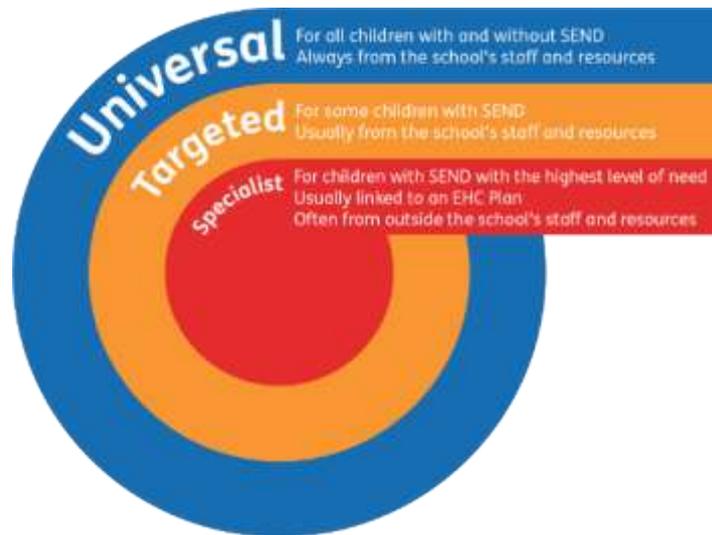
THE GRADUATED RESPONSE

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions, amongst others: First Class at Number, Toe by Toe, Nuffield Early Language Intervention (NELI), differentiated

Phonics and writing delivery through the Read, Write, Inc scheme as well as Precision Teaching strategies in use across school.

Our school follows a process called the **Graduated Response**.

- **Universal support** is for all children, which includes structured High Quality Teaching, incorporating differentiated approaches to meet the needs of most learners.
- Using evidence of observation, assessment and knowledge of a pupil, the class teacher may feel that the strategies they are currently using with the child are not resulting in the child learning effectively. The teacher will consult with the SENDCo for advice. The pupil may need extra support over and above that which is usually available in class for all pupils.
- The teacher and SENDCo, in consultation with parents, will plan support or appropriate interventions for the child.
- Children and young people can sometimes benefit from additional or **Targeted support**, tailored to their individual circumstances. This support could be at any point on their learning journey or throughout the entire journey and would be identified as receiving SEN Support within school.
- It would be necessary to progress to SEN Support when, despite receiving an individualised programme of support under School Support, the child:
 - continues to make little or no progress in specific areas over long periods
 - continues working at National Curriculum levels substantially below that expected of children of a similar age or are not able to engage in their Key Stage Programme of Study at all (Pre Key Stage Standard – PKS)
 - continues to have difficulty in developing skills in literacy and numeracy
 - has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of others
- Building on from this, **Specialist support** is for children with more complex or severe needs. It involves external specialists like therapists or educational psychologists, as well as more intensive, tailored provision. This support may also include a referral to an external agency, which will feed into the targets and provision outlined on the Support Plan.



SUPPORT PLANS (INDIVIDUAL EDUCATION PLANS)

Support Plans may be completed if a child is struggling with accessing the curriculum, and there are other factors to consider, such as Social, Emotional and Mental health concerns or behaviour that needs extra support. The Support Plan will document targets to be worked towards for a specific period of time. All documentation is shared with parents/carers, and where appropriate, the child.

The Support Plan will include:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- What success will look like for the child
- Outcomes (when reviewed)

Support Plans will normally be reviewed three times per year. Parent's views on the child's progress are sought as part of the review. The child (according to age and understanding) is involved in reviewing and setting targets, as are the parents.

EDUCATION HEALTH CARE PLANS (EHC Plan or EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

What should you do if you think your child may have Special Educational Needs?

First of all, talk to us! Please contact your child's class teacher about your concerns initially. We pride ourselves on building positive relationships with parents/carers and we strive to be open and honest with yourselves and hope that you are able to do the same with us.

Further support for parents of children with SEND can be found through the Rotherham Local Offer website at <https://www.rotherhamsendlocaloffer.org.uk/>

Parents may also like to seek impartial information and support from Rotherham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) www.rotherhamsendiass.org.uk

TRANSITION- Supporting pupils moving between phases

At Swallownest Primary School, we recognise that times of change can make children feel worried and anxious. We endeavour to support your child as they start with us at school, when they are moving class and when they are leaving to continue their journey at a new school.

How we do this:

- Our EYFS teaching staff make contact with pre-school settings and offer transition sessions in the Foundation Unit prior to the children starting school.
- On entry to F1 and F2, we look to complete a home visit or focused phone call so we can discuss any worries or concerns that you may have about your child starting school.
- In the Summer term before the children move to their next class, time is spent with the new Class Teacher in their new classroom. The teachers involved with the transitioning class will have detailed discussions regarding the strengths and needs of each pupil.

- As your child prepares to move onto secondary education, staff from receiving secondary schools will visit our setting and the children will have opportunity to visit their future school.
- We will share information with the school the pupil is moving to, including specialist reports and SEN Support Plans so that the receiving school is fully informed of each child's needs prior to them starting.
- As part of the Review cycle in the Summer term, the SENDCo from the secondary school will be invited to attend the Y6 SEND Review Meetings to discuss pupils with additional needs.

CHILDREN WITH MEDICAL NEEDS

On diagnosis, or on entry to our school, children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with health professionals and parents and if appropriate, the child themselves.

The school has a policy regarding the administration and managing of medicines.

- Parents/carers need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day.
- Any medication must be given to the school office in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown.
- A medical form must also be completed by the parent/carer. All medicines will be handed into and collected from the school office.
- On a day-to-day basis, the administrative staff generally oversee the administration of any medications.

As a school, we have regular training and updates on conditions and medication affecting individual children, so that all relevant staff are able to manage medical situations. This includes children who are diagnosed with asthma, Diabetes, and children with allergies. All staff hold First Aid qualifications, which are updated regularly. Staff in the Foundation Stage Unit each hold Paediatric First Aid qualifications.

CONCERNS AND QUERIES

If you require any additional information about the SEND provision at Swallownest Primary School, or in Rotherham LEA, please contact:

Swallownest Primary School Tel: 0114 287 2484

Mrs Leivers (SENDCo): senco@swn.dsat.education

Mr McHale (Executive Headteacher): FAO Mr McHale enquiries@swn.dsat.education

Mr Webb (Head of School): FAO Mr Webb enquires@swn.dsat.education

All of our SEND information can be found on our school website: <https://swallownestprimary.org/>

Further information can be found on the Rotherham Local Offer Website:

www.rotherhamsendlocaloffer.org.uk

Parents may also like to seek impartial information and support from Rotherham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

www.rotherhamsendiass.org.uk or from the Rotherham Parent Carer Forum

<https://www.rpcf.co.uk/> which is a registered charity run by and for families of children and young people (aged 0-25) who have Special Educational Needs and/or Disabilities (SEND).

In the unlikely event that you need to make a complaint, a copy of the complaints policy is available from the school office and on our school website (click the link below)

[DSAT Academies Complaints Policy 2025-26](#)