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## **Swallowfield Lower School Special Educational Needs and Disability Information**

### **Overview of the School**

The school is an LEA mixed, community school, of over 300 pupils. Children are admitted during the September following their 4th Birthday and leave the year in which they are 11 years old.

The school currently has 12 class rooms, including two based as an independent unit for our Reception pupils. This includes an outdoor area. Two of the classrooms are temporarily based in another building. In September 2023, there will be a new building with additional classrooms to be occupied by Upper Key Stage 2.

Facilities include hall/dining room with kitchen, staff room, medical room, school office, ICT suite, caretaker's room, two learning lodges, converted double decker bus as a purpose-built library, swimming pool and extensive grounds with outdoor learning areas including a wildlife area and growing areas.

Swallowfield is a Values-Based School.

Our onsite pre-school, Busy Bees, caters for children from the age of two to the summer of the year in which they are four. The majority of the children attending then proceed to the main school.

Facilities include a large free flow play area, kitchens, offices, toilets and a well developed outdoor play area.

Swallowfield Primary is a friendly, caring school that provides education for children of all abilities aged 2-10 (11 from September 2023). We offer a secure, happy and effective learning environment in which children, staff, parents and governors work together to accomplish our aim of fulfilling the potential of each child.

### **Aims**

At Swallowfield, the Governors and staff are committed to giving all of our children every opportunity to achieve the highest standards. Our role is to help all children develop to their full potential. We do so, raising the aspirations and expectations of *all* pupils regardless of their age, gender, ethnicity, attainment or background and by taking into account any special educational needs that may occur. Everyone in the school community – governors, staff, parents and pupils has a positive and active part to play in achieving this aim.

As a school we have a responsibility to provide a broad and balanced curriculum for all of our pupils. We ensure that we meet the full range of pupil's needs and provide all pupils with challenging work throughout the key stages. Inclusion is already embedded in our practice and is reflected in the caring ethos of the school.

This information takes account of the school's aims as outlined below;

Our aim is to nurture pupil's well-being and academic achievement. We will foster teaching and learning relationships that value and celebrate each individual's successes and accomplishments. This is based on a community ethos of mutual respect and trust. Pupils are supported to explore new ideas and identify creative solutions to challenges. Our school environment is inclusive and welcoming to all. The curriculum and opportunities that we offer are enriched by first hand experiences, visits and extensive extra-curricular activities. Being part of the Swallowfield community inspires children to be the best they can.

Our school recognises the role parents and the child themselves have to play in decision making regarding their support and what they want to achieve. The aim of this section is to identify some key questions you may wish to ask regarding your child and to provide the relevant answers.

### **What is a Special Educational Need?**

#### **What is the Background to the Information Provided?**

Many children will at some time in their educational career encounter difficulties in their learning. Some may have a disability either temporary or permanent that will also have an impact on their learning.

This information aims to clarify how such difficulties and disabilities may be accommodated within our school and when these needs can be regarded as special educational needs.

The following information is developed in the light of Section 19 of the Children and Families Act 2014, from which derived The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014).

This emphasises that SEN provision is appropriate only for children/young people who require action that is *"additional to, or different from"* the normal range of curriculum adaptations in the classroom. It defines the broad Areas of SEND as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical

This Act places a requirement on local authorities and schools to publish and keep under review information about the services they expect to be available for children and young people with special educational needs (SEN) aged 0-25.

For Central Bedfordshire, our LA, this is the **"Local Offer"**. The intention is to improve choice and transparency for families. It will provide an important resource for parents, families and professionals in awareness of the range of services and provision in the local area.

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

As many of our pupils live within the defined boundaries of Milton Keynes, the information provided by their local offer is also of relevance in accessing advice.

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Schools utilise the LA local offer to meet the needs of SEND pupils as determined by school policy and the provisions that the school is able to provide.

This is referred to as **“The Special Education Needs Information Report”**

### **As Parents, how will we know how my child is doing and how will the school help me to support my child’s learning?**

#### What opportunities are there for me to discuss my child’s progress with the staff?

- Swallowfield and Busy Bees pre-school have an open door policy, with parents encouraged to become involved in all aspects of their child’s learning.
- The school holds consultations in the autumn and spring terms for all parents to come in and discuss with their child’s teacher how they are doing, both in their progress and general school life. These are held through the afternoon into the evening to allow greater access for all parents. We also offer virtual appointments for those who prefer. Our SENDCo is also available at consultations.
- Written targets showing current progress in the curriculum and future targets are given at this time.
- In the Summer Term a written report is provided giving overall progress for this academic year.
- Staff are available at other times for additional discussion as needed. This may be a brief contact at the end of the day, or appointments may be made via the school office for a longer appointment.

#### How does the school know how well my child is doing?

- In addition to day to day observation, dialogue, assessment, marking and record keeping, the progress of each child is carefully tracked throughout their time in the school.
- This is regularly reviewed by the class teacher, with the Head Teacher, Senior Leadership and Assessment Coordinator monitoring overall pupil progress.

#### How will I find out how my child’s learning is planned and how I can help support my child at home?

- At the beginning of the academic year, parents are invited to attend a meeting outlining the overall plans for the year for their child’s year group.
- This is supplemented by termly planning grids and assessment information provided at consultations.
- Parents are invited to attend a range of curricular information meetings throughout the year.
- The learning logs for each year group provide an opportunity for parents to become directly involved in supporting their child at home.
- Reading at home and support for spelling activities is a valuable contribution.
- Everyday life opportunities for enhancing your child’s learning are highly valued, from counting things around you and developing additional interests to reading to your child and sharing books regularly whatever their age.

### Are there any opportunities for parent training or learning through the school?

- Parents are invited to attend a range of curricular meetings and these are supplemented by further information evenings when there are new initiatives.
- Parents are kept informed of information sharing evenings and courses available that are provided by outside bodies.

### How does Swallowfield know if my child needs extra help and what should I do if I think my child has special educational needs?

#### How does the school monitor progress and what might indicate concerns about progress?

- All Swallowfield class teachers are regarded as teachers of *all* children whatever their needs. This they do by using high quality teaching strategies that take account of the individual needs of all their pupils.
- Every class teacher engages in a continuous cycle of planning and assessment;  
ASSESS-PLAN- DO REVIEW
- This begins with pre-school and Reception, where continuous monitoring of each child's progress using the Early Years Curriculum is undertaken and used to feed back into daily planning.
- Early identification is important. As part of this our SENDCo liaises closely with our pre-school and Reception to ensure knowledge of individual pupils as they start school.
- The progress and attainment of each child is carefully tracked throughout their time in the school.
- This is regularly reviewed by the class teacher, with the Head Teacher, Senior Leadership and Assessment Coordinator monitoring the overall pupil progress.
- This allows us to recognise when progress has slowed, the child is no longer making adequate progress or there are other barriers to learning.
- If we feel this is the case, we will further discuss your child's progress with you to draw upon your knowledge of your child, their needs/interests and any underlying changes that may have influenced this.
- Discussions may also be held with colleagues including the Special Needs Coordinator (SENDCo) and an initial concerns checklist completed to further identify how your child may be helped to overcome these barriers and make greater progress.
- As a result of this process, additional learning opportunities may be identified that could be of benefit. This may be the use of further curriculum adaptation within the classroom, the use of additional aids, home school activities, or inclusion in a short term support, intervention or booster group.

#### How do you identify children with special educational needs?

Early identification is vital if we are to provide effective support to enable successful progress.

There are a number of ways in which the school may identify a child as having additional educational needs;

- Liaison with previous setting/school
- Concerns raised by parent
- Concerns raised by teacher, e.g. where behaviour or self-esteem is affecting performance
- Liaison with external agencies, e.g. physical, health and social care needs
- A child performing below age expected levels, including on the EYFS.

- If they continue to fail to make adequate progress once they have had all the appropriate Wave 1 interventions/adjustment and quality personalised learning.

If as a result of the interventions outlined above, your child continues to show slower progress than expected and it is felt that they need support that is **additional to or different from** the majority of their peers, further discussions will be held with yourself and the Special Needs Coordinator (SENDCo). This will help us to identify any further opportunities to support your child.

### How will I raise concerns if I need to?

In the first instance talk to your child's class teacher, they know your child the best. If you feel you need further advice, contact the SENDCo or head teacher.

### When and how does the school involve parents in discussions about any such concerns?

Parents are an important part of ensuring team work to support children's progress. You will be invited to discuss concerns at each stage and are welcome to make additional appointments if needed.

### What happens if the school feels my child needs extra help?

At this stage they may be placed on an **Individual Education Plan (IEP)**. This will identify overall outcomes, shorter term outcomes and specific small steps towards achieving these and how we will provide the support to do so. The outcomes planned are SMART (Specific, Measurable, Achievable, Realistic, Time scaled).

Alternatively, a Provision Plan may be used, where the needs are long term and ongoing, in order to ensure that effective strategies are used to meet these needs.

Additional support/provision may be put in place if required.

These outcomes and the support are continuously monitored and progress reviewed at least once a term. You will be invited to discuss this progress and future steps.

### What should I do if I am concerned that my child might need extra help?

If you have any concerns regarding your child's progress, you should arrange to meet your child's class teacher to discuss this at the earliest opportunity.

### How will Swallowfield support my child?

Targeted support will be provided by the graduated approach advocated in the 2014 Code of Practice and Central Bedfordshire Guidance on SEND 5-16, A Graduated Approach, finalised 2021.

This is a continuum which moves from Quality First Teaching within the classroom, through differentiated approaches, in class support, booster and intervention support and group work to individualised 1:1 support for those pupils with more complex needs.

There are various stages of support:

### **Quality First Teaching (Wave1)**

Excellent targeted classroom teaching – Monitoring pupil progress for all pupils

This includes the highest possible expectations for all pupils and a wide range of strategies that will enable access and inclusion for all. For example, effective use of curriculum adaptation, group work, a range of delivery styles and taking account of different learning styles.

### **Wave 2**

Small group tuition/booster/intervention groups – early intervention Key Stage 1 – specific targeted support

If it is felt that your child continues to progress at a slower rate than their peers and attain at a lower level despite the strategies outlined above, or continues to struggle to overcome barriers to learning, they may be considered for small group support, booster/intervention groups or short term interventions targeted on specific concepts.

The class teacher remains responsible for monitoring, evaluating and delivering provision for your child, with continued involvement from yourself and your child.

If there are further concerns, an initial concerns checklist may be completed and progress discussed with the SENDCo.

### **Wave 3 - SEN School Support (Stage1).**

Targeted small group support – individual support

If we feel that progress and attainment are still of concern despite the above actions, we may identify that your child requires some additional support for learning ***additional to and different from*** the majority of their peers.

- At this stage, the school has identified that your child has Special Educational Needs and will place your child on the school SEN list at School Support level.
- Your child will have an IEP, provision plan/map or individualised record that identifies this support. This will take place in collaboration with yourself and your child.
- At this stage the class teacher is still responsible for monitoring evaluating and delivering provision for your child, with the support of the SENDCo.
- An Individual Education Plan (IEP) will identify overall outcomes, shorter term outcomes and specific small steps towards achieving these that your child will be working on and how we will provide the support to do so.
- The outcomes set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled).
- Additional support/provision may be put in place if required either within the classroom or in withdrawal sessions in groups or individually.
- These outcomes and the support are continuously monitored and progress reviewed at least once a term. You will be invited to discuss this progress and future steps.

The nature of these interventions will vary with every child. For some children this may be a short term process to overcome temporary barriers to learning. Many children remain on IEPs only while their learning needs continue to remain ***additional to and different from*** the majority of their peers. For many this will be very short term, for others it may continue across year groups, but in either case remains continuously monitored.

For some pupils a further level of support may be needed

### **SEN School Support (Stage 2)**

If we agree together with yourselves that further advice is needed to enable us to meet your child's needs more precisely, we may refer to agencies outside school.

This would include specialist services such as Speech and Language therapy, Occupational therapy, Educational Psychology, or paediatrician services at a Child Development Centre via GP or school referral. We also have access to additional support services, such as Special School Outreach, Early Years Support, Medical Needs Team and SEMH Outreach, accessed via the Single Service Referral Form.

The advice provided by such agencies would form a key part in any future planning and provision for your child.

Support and provision at this stage would be similar to that at Stage 1, but would incorporate the advice given into the planning and may include the use of additional resources/hours of support.

### **Stage 3 – Statutory Assessment, Education, Health and Care Plan**

A very small number of children will have significant needs or specific barriers to learning which cannot be overcome with Quality First Teaching and intervention groups alone. Their learning needs may be severe, complex or lifelong.

Often these needs can not be met from the school's budget. These children will access additional funding from the local authority to enable us to support them effectively.

These needs will have been identified by professionals via a thorough assessment process and collection of evidence. Their needs may need to be met via a high level of individual or small group teaching, or by provision of specific equipment.

To access this level of support a child would need an Education, Health and Care Plan (EHCP). Use of the local authorities 'Graduated Approach' provides guidelines regarding the level of need likely to require Statutory Assessment towards this.

- The school or parent will request that the local authority carry out a statutory assessment of their child's needs. This is a legal process that sets out the amount of support that will be provided for the child.
- A request is made using an extensive range of evidence and information from the school, parents and any other agencies involved with the child.
- This is considered by a panel of professionals as to whether they think the child's needs seem complex enough to require a statutory assessment. If this is the case, they will ask for all those involved with the child, school, professionals and parents to provide reports and additional evidence outlining the child's needs.
- If they do not think anything additional is required at this point, they will ask the school to continue current levels of support
- If after considering this further evidence and reports the panel of professionals decide the child's needs are severe, complex and lifelong, they will write an EHCP. If not, they will recommend a continuation of current support.
- Once an EHCP is written, it will outline the additional support the child will receive from the local authority, how this support should be used and what strategies should be put in place. It will include long and short term outcomes for the child. The additional support may be

additional hours of adult support to enable access to individual learning, or to fund specialist equipment/provision.

### Who will oversee and plan the education programme and who will be working with my child and how often? What will be their roles?

- Your child's class teacher will oversee, plan and work with each child in their class to ensure that progress is made in every area. The class teacher is responsible for writing your child's outcomes and IEP and ensuring these are delivered effectively. They will assess the outcomes of this provision. They will ensure effective communication between the school and yourselves.
- There may be a learning support assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.
- Our SENDCo oversees all support and progress of any child requiring additional support across the school. The class teacher will liaise closely with the SENDCo to develop awareness of any additional advice, strategies or resources that could be appropriate to your child's support.
- The SENDCo is responsible for developing and reviewing the school SEND policy. They will liaise with external professionals as necessary to support your child's progress.
- The Headteacher Mrs Kim Brewer is responsible for overall monitoring and ensuring all children's needs are being met.

### Who will explain this to me?

Your child's class teacher will meet with you at least once a term to discuss your child's needs, support and progress.

The SENDCo is available to discuss support in more detail, at consultations and any additional appointments as needed.

### How will I know how my child is progressing? What involvement will I have with my child's support in school and how will I be kept informed?

- You will be able to communicate regularly with the class teacher.
- You will be involved in the drawing up of individual education plans, which will include your comments and how you can help at home.
- The process of deriving outcomes will provide clear evidence of progress and an indication of what the next steps are. There will be opportunities to discuss this with staff both formally at consultation, IEP meetings etc and informally as needed.
- Supporting your child at home with regular reading practice and engagement in their learning log will provide you with hands on evidence.
- Parent curricula and year group meetings will provide overall perspective of how they are performing in relation to the school and national expectations.
- For some children a home school book is a valuable means of maintaining ongoing dialogue.

### How are the school governors involved, and what are their responsibilities?

- The SENDCo reports to the governors as part of the whole school report. The governors ensure that Swallowfield delivers its statutory responsibilities linked to SEND.
- They are kept informed of the progress of all pupils including those with SEND. This does not refer to individual children.
- Our special needs governor keeps in close communication with the SENDCo. This enables awareness of many aspects of the schools needs, including policies, procedures, training and outside agency involvement. This is then reported to the governing body.



- The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the most effective support in order to make progress.

### How does the school know how effective it's arrangements and provision for children with special educational needs are?

- The progress of pupils with SEND is closely monitored by the SENDCo, Assessment Coordinator and Senior Leadership Team.
- The SENDCo oversees all IEPs to ensure that outcomes expected for individuals are appropriate and are being met.
- The school operates a tracking process which allows all staff to view the progress of individuals in line with peers, national expectations and previous progress. This quickly identifies individuals and groups where sufficient progress and expectations are not being met.

### How will my child be involved in the process of being supported for additional needs?

- Your child will be used to being engaged in the planning and outcome setting process undertaken by all pupils.
- They will be aware of personal targets set in the classroom for areas of the curriculum.
- Their involvement in the development of an IEP will be an extension of this process, enabling them to see the smaller steps they are working on to enable overall success.
- They are invited to add written comments as part of this, to foster their engagement in their learning at all levels.

### How will the curriculum be matched to my child's needs?

#### What are the school's approaches to curriculum adaptation?

As part of quality first teaching that all pupils receive, there are many ways in which the class teacher will adapt the curriculum according to need within their class.

This will be dependent on the area of the curriculum, but all work within class is pitched at an appropriate level so that all children are able to access according to their specific needs.

For example, this might mean that in one lesson there could be three different levels of work set within the class. This may be at an individual or group level. Curriculum adaptation may also be by level of support given, the outcome of the work expected, resource provision or strategies used. For further information see Wave One quality first teaching detailed elsewhere in this document.

#### How will that help my child?

This approach allows the teacher to adapt the teaching and learning environment to suit the range of learning styles that may be present within a class. For example, some pupils learn better when information is presented visually others may require a framework in which to present work.

This will ensure your child is able to access the curriculum in the most appropriate method and at a level at which they will succeed and progress.

#### How does the school adapt the curriculum and learning environment?

For further information, see Quality First, Wave one, two and three examples.

## What support will there be for my child's overall well being?

### What is the pastoral, medical and social support available in the school for children with SEND?

- Each class teacher has overall responsibility for pastoral, medical and social care for every child in their class, but all staff see this as an important part of their role for all pupils in school.
- Our school uses Values-Based Education. This is an approach that “nourishes, and enables learners to flourish, making a difference to the world through who and how they are. A Values-based approach encourages reflective and aspirational attributes and attitudes. These can help people discover the very best of themselves, which enables them to be good citizens. It creates a better learning environment, in which students are able to attain better academic results. It equips students with social capacities that help them work with, and relate to others effectively. It provides them with the self-esteem and confidence to explore and develop their full potential. It leaves no student behind, irrespective of their background.”
- The school fosters an environment in which all pupils can become confident learners, where self esteem, social skills, inclusiveness, and positive behaviour are encouraged.
- This is enhanced and reinforced by the use of Teacher's and Head Teacher's Awards, rewards, stickers, stamps, merits, class certificates, Dojo points, courtesy rewards and a house system.
- To foster positive behaviour, each class develops their own golden rules with the children.
- Many of the staff have undergone training in Social Communication Difficulties, ASD, and a range of behaviour training.
- We ensure that all staff have overall awareness of the vulnerable learners within our school and the nature or their needs.
- A number of staff have undergone Nurture training such as SMILE training and bereavement training.
- We have a member of staff designated time to undertake individual and small group nurture support.
- All staff regularly undergo basic first aid and resuscitation training. A number of staff are also qualified in First Aid for Schools and Paediatric First Aid.
- We have a designated member of staff to oversee organisation of First Aid cover and training.
- All staff are trained in any procedures relating to current pupils, for example administration of emergency medicines for conditions such as anaphylaxis and epilepsy.
- Outside agencies are used to enhance training where needed.
- Pupils who are looked after by the local authority and identify as having SEND will benefit from all of the above and may receive additional support through Pupil Premium funding.

### How does the school manage the administration of medicines and providing personal care?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by health professionals to be taken during the school day.
- A signed medicine consent form needs to be in place.
- The administration of any medicines in school is overseen by qualified first aiders in the school.
- The staff have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- If a pupil has a medical need then a detailed care plan is compiled with support from the Health Service in consultation with parents. All staff who are involved with the child will be aware of this.
- Staff receive training.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

- We have a clear behaviour policy and reward system that is followed by all staff and pupils.
- This includes the use of de-escalation techniques and the recording of any incidents of concern.
- Where pupils require additional support in adhering to this, it will be discussed with the child and parent to ensure a consistency of approach. Strategies will be put in place to enable the child to continue to participate fully in school with regard to both their own and other pupil's safety.
- Pupils with 100% attendance are rewarded at the end of the year.
- We work closely with families in situations that affect attendance and punctuality and with education welfare officers where appropriate. This includes children who are looked after by the local authority and have SEND.
- Where specific incidents have taken place, these are recorded in a system overseen by the Head Teacher.

### How will my child be able to contribute his/her views? How will the school support my child to do this?

- We are keen to involve pupils in all aspects of their learning. This includes the school Parliament which provides an open forum for pupil voice.
- There is an annual pupil questionnaire seeking the viewpoint of pupils.
- Children with an IEP discuss this with the class teacher and their comments are recorded.
- The views of pupils with an EHCP are sought before an annual review, using one to one support.

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

#### Are there specialist staff working at the school and what are their qualifications? What training have the staff supporting children with SEND had?

- Mrs Thomas is an experienced SENDCo having worked in this role for a number of years in this and a range of other settings. She has attended a wide range of SEN courses including those on specific conditions. She continues to maintain current awareness through course attendance, local area SENDCo liaison meetings, study groups and SENDCo conferences.
- Our staff, teachers and support have a wide range of experience of special educational needs including attendance at a range of courses and training opportunities.
- Our intervention support groups are led by teachers and highly trained teaching assistants (HLTAs) and planned in conjunction with class teachers.
- Staff regularly have the opportunity to develop their knowledge and training related to SEN. Recent courses attended include Autism Awareness, Downs Syndrome Training, Speech and Language and Communication Difficulties, Adverse Childhood Experiences, Learning Styles and Assessment methods.

The school uses a range of well documented evidence based published interventions.

These include;

- ReadWrite Inc, one to one phonic tutoring which supplements the whole school approach used with all our pupils.
- Numicon, a practical mathematics resource,
- Wave 3 mathematics - supporting pupils with gaps in their mathematical understanding, Both the above can be used to supplement the Maths Mastery learning all pupils undertake where needed.

We also use 1:1 nurture/mentoring to provide additional support for vulnerable pupils.

We have available a wide range of additional resources to support areas of learning, such as handwriting; (Nelson, Hand for Spelling, rol'n'write,) Reading support; (Fuzzbuzz, Totem phonic books for older readers,) Speech and Language; (Chatterbox, various Black Sheep publications), Social Communication; (Terry Gilligan games). These are available to all staff as a central resource in the Learning Lodge. Staff also receive support and training for these schemes and advice from the SENDCo

### What other services does the school access including health, speech therapy and social care services?

The school can access a wide range of additional services for advice and training as appropriate. These include;

- Educational Psychology service
- Early Years Advisory Teacher/Support team
- Sensory services for children with visual or hearing impairment.
- Speech and language therapy
- Jigsaw centre – support for children experiencing social, emotional, or mental health difficulties
- Occupational Therapy
- Physiotherapy
- GPs
- Community Paediatrician team
- School Nurse
- Health visitor team
- Medical Needs support team
- Clinical Psychology
- CHUMS
- Community adolescent mental health services. (CAMHS)
- Social Services

We can also access support for you and your family through BRIF (Building Resilience in Families) and the Early Help Assessment process or Parent support

See CBC Local Offer for further information.

### How will my child be included in activities outside the classroom including school trips?

#### Will he/she be able to access all of the activities at the school and how will you assist him/ her to do so?

The school offers a range of extra curricular activities that are open to all pupils. Where additional support may be needed we would discuss these needs with you to ensure full participation. This includes the year four residential visit. A risk assessment is carried out prior to off site activities to ensure everyone's health and safety is not compromised.

#### How do you involve parents/carers in planning activities and trips?

When planning a trip that may involve extra consideration of a particular individuals needs, we would discuss this well in advance with both parents and those providing any aspect of the activity or trip to ensure all needs are well provided for.

## **How accessible is Swallowfield School and its environment?**

### **What admission arrangements are there for disabled pupils?**

For information on this please refer to our Admissions Policy Document.

Swallowfield aims to maximise access to the curriculum for any disabled child. We ensure that wherever possible equipment is accessible to all children regardless of their needs. All extra curricular activities and visits off site are intended to be accessible for children with SEND. We will make all reasonable adjustments to ensure that this can be the case.

Our access audit is used to identify any further access requirements. Please see our Accessibility Policy on our website for more information.

### **Is the building fully wheelchair accessible?**

The school is built on a single level, with ramp access to the main communal areas and external classrooms such as the Preschool, Reception Unit and the lodges.

The playground and fields are fully accessible to wheelchairs and those with physical difficulties.

### **Are there any adaptations for additional auditory and visual needs?**

All classrooms are equipped with interactive whiteboards which can be adjusted to suit those with differing visual requirements. Individual requirements will be reviewed as required. We utilise advice for individual pupils from the relevant support services.

### **Are there disabled changing and toilet facilities?**

There is currently one disabled toilet.

### **How does the school communicate with parents/carers whose first language is not English?**

Communication with all parents is vital. For those where language may provide a barrier to full school involvement, we would seek to ensure that effective communication was enabled through the use of translation in a manner with which the parents feel comfortable. For example, in the first instance through the use of a relative or friend. Advice is sought from outside agencies.

### **How will equipment and facilities to support children with special educational needs be secured?**

We ensure that wherever possible, equipment is accessible to all children and provide specialist equipment when required. Some of these additional resources, such as the use of radio aids are provided through external agencies. The school is able to provide a range of additional resources if required, through it's own funding, and would apply to the necessary agencies for anything more specialist.

## How will the school prepare and support my child to join the school, move classes or transfer to a new school?

### What preparations will there be for the school and my child before he joins the school?

Every child is different, but in all cases we strive to ensure that your child's start at school is as smooth as possible.

- For all pupils starting in our Reception classes whether having attended our pre-school or other setting, there will be opportunities to come and see the setting with parents and, in the summer, with future class mates and teachers on our visit days.
- For those attending our pre-school there will be additional opportunities throughout the year to come to the classrooms and take part in shared activities. There will be visits by Reception staff to their setting.
- For all year groups there will be opportunities to visit the school with parents, meet staff, tour the school and if possible to spend a little time with their class before starting.
- For SEND pupils this process can be further tailored to suit their needs;
  - They may be able to meet the staff that will work with them, especially if they have and EHCP, in order to begin to build a relationship.
  - If required, visits outside of pupil hours can be arranged to enable familiarity with the adults and the building before meeting other pupils.
  - For some pupils the development of a photo book may be appropriate, with pictures, names and labels to enable home discussion before they join us.
  - Where appropriate there will be opportunities to discuss and prepare for your child with the SENDCo, to ensure all their needs will be provided for before they start.
  - Discussions and advice from external agencies may also take place as needed. For example, transition meetings with the Early Years Team.

### How will he/she be prepared to move onto the next stage?

Many of the provisions listed above will apply to moving stages, such as from pre-school to school and within classes/stages in the school. For example, visit days, meeting staff, photo books, transition meetings with other professionals/staff for yourselves.

Records are passed on before the end of term and discussed between teachers. This will be reinforced with discussions with the SENDCo, and with any future support staff.

### What information will be provided to his/her new school?

As with moving to this school, there is close liaison with the school at the next phase of their learning, Fulbrook School, which previously took our pupils at year 5 as a middle school. This is located close by and will be accepting our pupils when moving from Year 6 to Year 7. It is currently undergoing expansion to Secondary (with extended Primary places for those transitioning from neighbouring Lower schools).

- All records are passed on and meetings are held between staff here and at the next school.
- There are visits to this school throughout the year before your child leaves in their final year, of both teachers and past pupils.
- There are also many visits to the next school for a range of purposes such as sporting events and then transition visits in summer in smaller groups, to ensure familiarity.
- Where needed, extra visits are arranged for those pupils who are uncertain about the transition and those for whom additional provision will need to be made.
- For those pupils with an EHCP, those staff supporting them in the future will visit them in this setting and have opportunities to shadow their current support. You will be given opportunities for additional visits and transition meetings, and the annual review meeting will ensure that this is planned well in advance, with staff from the next school being present. Photo books etc will be utilised as noted before.

### How will you support a new school to prepare for my child?

As noted above, we have a good liaison with our pupils nearest next phase school to ensure they are supported in preparing for your child. Where an alternative school is chosen, liaison would begin at the earliest opportunity to ensure an equally thorough process.

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

#### How is the decision made about the type and how much support my child will receive?

- The class teacher alongside the SENDCo will discuss your child's needs and what support will be appropriate.
- Different children will require different levels of support in order to achieve and progress. This will also be dependent on other needs within the class and how these can best be met.
- The process will include on-going discussions with yourself.
- Any additional individual support will be allocated through discussion with the head teacher considering level of need.
- The school will use the guidance provided by Central Bedfordshire's Graduated Approach to explore the most appropriate level and type of support needed.

#### How does the school judge whether the support has had an impact?

In addition to the overall monitoring of progress undertaken by the school, the IEP process includes continuous monitoring and review. If the support has been successful, this will be reflected in the achievement of small steps and outcomes set.

This in turn should be reflected in progress in the whole school assessment and monitoring process. This should show your child has made greater rate of progress than before the support began.

This could be through showing advances in basic skills development that enable greater access to the wider curriculum, the narrowing of gaps between their attainment and that of their peers or through improved levels of engagement / behaviour / social skills / self esteem that in turn enable improved access to learning.

Some children may move off the SEN register and cease to have IEPs when they have made sufficient progress and no longer need support that is "additional to or different from" their peers.

#### How is the school's special needs budget allocated?

- Quality First Teaching is funded through the money allocated to the school based on pupil numbers. This is then delegated by the Head teacher and governors to meet the needs of all the pupils in the school.
- School support funding is allocated to the school via additional needs funding formula. The Head teacher in consultation with the governors allocates this money according to need within the school.
- Funding for some additional activities, Wave 2 support, booster/intervention groups etc is allocated via Pupil Premium funding, based on the uptake of free school meals within the school and funding for pupils who may have been looked after by a local authority at some stage in their life. This is used to support in ways that would benefit those pupils for whom the funding is allocated.

- We have a team of LSAs who are partially funded from the SEN and the above budgets and amongst many roles, deliver programmes designed to meet groups of children's needs.
- Additional materials and resources to support SEND are funded from this and the general school budget as needs arise.
- Training for staff may be funded as needed.
- SENDCo time is also funded from this budget.
- The budget is allocated on a needs basis. The children with the most complex needs are given the most support often involving an LSA.
- Children with an EHCP are allocated additional funding to meet their individual needs that can not be met from the additional needs funding the school already receives.

### **How are parents involved in the school? How can I be involved?**

The benefits of working closely with parents, is that you know your child and their needs best. It is therefore important to work together to provide the best for your child. Building effective relationships with yourself will have a positive impact on your child.

There is a wide range of ways parents can become involved in the school as a whole.

- We have an active Parent Teacher and Friends Association (PTFA) who work with the school to provide events and activities for parents and children. They work hard to raise funds to support the school in providing valuable additional resources, and they provide a social network around school life. They are always keen to have new members to get actively involved in their activities.
- The school is open to further ideas and suggestions that will enhance it's provision in any way.
- We always welcome additional help within school. This may be in your child's class or year group, though occasionally this may not be appropriate. This could vary from regular support such as changing library books, hearing reading groups and helping with swimming, to one off occasions such as helping out on school trips. Anyone helping regularly in school requires an up to date DBS check. Please see the office if you would like to become involved in any way.

More specifically,

Your child's class teacher;

- Is available to discuss your child's progress and any concerns you may have.
- Will meet with you at termly consultations and any additional IEP meetings to discuss progress, outcomes and next steps in their learning.
- Will keep you informed of any changes in the above and overall strategies being used to support your child.
- May use a home/school diary or communication book if appropriate to enable up to the minute information on both sides regarding your child's needs/behaviour/learning.
- Will keep you informed of additional activities and changes to the normal day, such as sporting events, visitors, visits, trips etc.

The SENDCo;

- Is happy to meet you at any time to discuss your child's needs.
- Will ensure smooth communication about your child with all those involved in their support.
- Can guide you to other services if specialist support is needed.
- Can provide links to additional support, advice and information to yourself as a parent if you feel this is of benefit.



## How are children included in the planning for their support and provision?

### How do you involve my child in planning what their educational provision and support looks like?

- As part of the IEP process, your child will be engaged in dialogue regarding their support and provision.
- They will discuss the outcomes that have been developed as part of their overall planning and that link with their class work.
- They will be asked for their viewpoint and for suggestions as to how they can contribute further to this process.
- They will be able to give their view regarding how they feel they learn most effectively, what their strengths and weaknesses are and how they could best be helped.

### How are children supported to ensure that their voice is heard?

Pupils are encouraged to feel that their contribution is valuable. Building a trusting relationship with class teacher and any supporting LSAs is important in this. Pupils are therefore encouraged within this environment to feel that they can make their voice heard.

This may include one to one support to contribute to a review or planning process involving their learning, or opportunities to discuss any concerns with our nurture support.

## Who can I contact for further information?

### Who would be my first point of contact if I want to discuss something about my child?

Your child's class teacher is always the first point of contact with whom to share your concerns.

### Who else has a role in my child's education?

All staff in the school will have a role in your child's education to varying degrees. There will be a number of other people who have a closer role in your child's education. It may be useful to talk to the SENDCo if you require additional information.

### Who can I talk to if I am worried?

If you have additional concerns, these can be shared with the class teacher, head teacher or SENDCo.

If you feel you wish to discuss something with someone who is not involved in the school, there are a range of parent support services available. The school can provide you with contact details for a range of these support services. Some offer drop in sessions at various locations which are notified via the school display boards, electronic notification, website and letters home.

The CBC Local Offer also contains contact details of other support services in the area.

### Who should I talk to if I am considering whether my child should join the school?

If you are considering a place at our school, in the first instance contact the school office directly to request a visit. This will give you first hand experience of the school and you will then be able to ask any further questions. You could arrange to meet the Head teacher Mrs Brewer, or the SENDCo to discuss how the school could meet your child's needs.

If you then decide to apply for a place for your child, you will need to contact the School or view our Admission Policy

### Who is the SEND coordinator and how can I contact them?

Our SEND coordinator is Mrs E Thomas. She can be contacted via the school by phone on 01908 582101 or email.

### What other support services are there who might help me and provide me with information and advice?

There are a number of support services available to parents such as Central Bedfordshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). See also the Local Offer.

[https://www.centralbedfordshire.gov.uk/info/15/special\\_educational\\_needs\\_and\\_disability\\_-\\_local\\_offer/141/central\\_bedfordshire\\_special\\_educational\\_needs\\_and\\_disability\\_information\\_advice\\_and\\_support\\_service](https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer/141/central_bedfordshire_special_educational_needs_and_disability_information_advice_and_support_service)

### Where can I find the local authorities Local Offer?

The local authority for this school is Central Bedfordshire. Their Local Offer can be found at...

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

For many of our children with a home address that lies in Milton Keynes it may be useful to be aware of their Local Offer, which can be found at...

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>