



# Swansfield Park Primary School



# SEND INFORMATION REPORT 2025

<b>School Name</b>	Swansfield Park Primary School
<b>Type of School</b>	Mainstream - Primary and Nursery (age 2 to 11 years)
<b>Accessibility</b>	Fully wheelchair accessible Inclusive toilet facilities
<b>Proportion of children with Special Educational Needs</b>	18% (November 2025)

## Aims

Identifying Pupils with SEN

Consulting

Assessing & Reviewing

Supporting pupils

Our approach

Adaptions to the curriculum

Additional support

Expertise & Training

Securing Equipment

Evaluating effectiveness

## Enabling activities

Admission arrangements

Equality of provision

Support for improvement

Working with other agencies

Complaints

Contact support services

Local Authority offer

Acronyms and sign off

**We aim to offer all children a broad and balanced education including access to the National Curriculum and Early Year Foundation Curriculum. Since children have differing abilities and needs some children will need help in achieving their potential. Teachers, parents, children and sometimes outside professionals and agencies need to work together to ensure that all children benefit as fully as possible from their education.**

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## Aims

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (**ADHD**),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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## Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which build on previous settings and Key Stages, where appropriate.

Class teachers make regular assessments of progress for all pupils by:

- Observing and assessing to continuously monitor pupils' progress, looking for difficulties in areas such as reading, writing, communication, speech & language, concentration or socializing that go beyond what is considered 'typical'.
- Assessing data, progress tracking and baseline testing to identify children not making expected progress.
- Consulting with parents to involve them from the start of any concerns.

This may include progress in areas other than attainment such as physical disability, emotional, behavioural and social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having **SEND**.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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## Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Minutes of these initial meetings will be added to the pupil's confidential SEND file and given to their parents.

Parental consent is given for any additional interventions, one to one support and consultations with external professionals such as Speech and Language Therapists, Literacy Specialist Teachers, **ASD** Specialist Teachers, Behaviour Support, Sensory Impairment Specialists and Educational Psychologists for advice.

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## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the **SENDCo** to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's formative and summative assessments and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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## Supporting pupils moving between phases

We will share information with the receiving teacher, school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We have a carefully planned and structured transition programme between key stages and schools. Additional pre-visits are planned for vulnerable children and parent meetings are arranged with the receiving SENCO as part of the formal introduction.

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## Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our initial response to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Teaching assistants provide one to one and small group support to enable all children to access a differentiated or personalised curriculum
- Read, Write Inc is offered to all children in reception and year 1 and is continued as long as appropriate to enable children to acquire essential phonetic knowledge
- Universally, reading is supported by participation in guided reading groups and targeted children take part in additional reading opportunities and precision teaching of sight vocabulary or spelling
- Phonics intervention is delivered to targeted children throughout KS1

- A range of computer based number and spelling programmes such as Spelling Frame and Times Table Rockstars are used to consolidate basic skills.
- Reading Plus is used throughout key stage 2 to support fluency, vocabulary acquisition and comprehension.
- Gross motor intervention work has been developed with the support of physiotherapists
- Fine motor intervention work has been developed with support from occupational therapists
- Where appropriate, Early Help is used to support families of children with SEND. This is co-ordinated by our Children & Family Support Worker or the Head Teacher.
- The Thrive approach is used to support children with social and emotional issues.

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## Adaptations to the curriculum and learning environment

The school is fully accessible by wheelchair as it is all on one level, fully inclusive toilet facilities are available. The accessibility policy is published on the school website alongside this document.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, alternative keyboards, screen readers, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## Additional support for learning

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We have a team of teaching assistants who are trained to deliver interventions.

Children with an EHCP and others who require SEND support have a 'key team' who work with the class teacher to provide what is needed to access the curriculum and meet individual needs. They work together to build resources, strategies and approaches to enable SEND children to make progress.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Literacy Specialist Teachers
- ASD Specialist Teachers
- Behaviour Support Team
- Sensory Impairment Specialists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- School Health Advisors
- **CYPS**

## Expertise and training of staff

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Mrs Michelle Smith is our SEND lead. She holds her SENDCo qualification and previous experience includes 12 years as a SEND teaching assistant.

Our team of teaching assistants and teachers work with the SEND lead, and when needed specialist professionals, to discuss and deliver SEND provision across school. This ranges from in class support, small group interventions and working on individual specific goals, to assessing, reviewing and updating required paperwork to support termly SEND meetings and annual EHCP reviews.

Many staff have significant SEND experience which is shared to upskill other team members. All staff are given the opportunity to access SEND training and to visit other schools to observe practice in other settings.

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## Securing equipment and facilities

Specialist equipment and facilities can be requisitioned from Sensory Support eg. Boom Box for hearing impaired children; Occupational Therapy for toilet frames, specialist furniture, desk slopes and thera-putty; Sensory play equipment has been loaned from the Early Years Inclusion Team. The SEND Teams provide or recommend resources to support the learning objectives for individual children.

An annual bidding process enables teaching and support staff to requisition necessary resources to support learning for example equipment used for sensory circuits, dyslexia friendly books and coloured acetate overlays.

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## Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a half termly basis.
- Holding termly meetings with parents to review targets and set new objectives
- Using pupil questionnaires
- Monitoring by the SENCO
- Using mapping grids to measure progress
- Holding annual reviews for pupils with **EHC** plans
- Specifically, analysing data from SEND pupils
- Ongoing feedback / liaison between teaching assistant and teacher

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## Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our Tic Toc, out of school club.

All pupils are encouraged to go on our residential trips in Year 4 and Year 6. Teaching assistants accompany the children on these trips and further concessions are made if necessary.

All pupils are encouraged to take part in sports day/school plays/special workshops/celebration assemblies etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

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## Admission Arrangements

The Local Authority supports the admission of children with EHC Plans by allocating necessary funding to enable the employment and training of teaching assistants.

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## Equality of provision

This school adheres to the Disability Discrimination Act 1995 and the Equality Act 2010 which ensure that all children are treated fairly and equitably.

Other relevant policies are:

SEND

Safeguarding

Behaviour

Equality and Diversity

Complaints

Accessibility

These are available on the school website.

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## Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to participate fully in school life by joining clubs, taking on roles of responsibility and representing school at community events.
- Promotion of respect, teamwork and friendships enables all children to be included in school life. We have a zero tolerance approach to bullying.
- Whole school approach using Thrive.

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## Working with other agencies

Early Help Assessments (EHA) and Teams Around the Family (TAF) meetings are held to address the needs of the child. These involve professionals from various agencies and voluntary groups, for example, Children's Services, Early Help Worker, Be You, SEND Teams, Educational Welfare, School Health, Toby Henderson Trust, representatives from MIND and other local charities.

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## Complaints about SEND provision

Concerns regarding SEND should be addressed to the class teacher in the first instance. If further guidance is needed, then the SENDCo / Headteacher should be involved. If the issue remains unresolved then parents will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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## Contact details of support services for parents of pupils with SEND

**Alison Bravey** is the Parent Support Partner

Contacts within school for raising concerns:

### **Mrs Michelle Smith**

SENDCo ([michelle.smith@swansfield.school](mailto:michelle.smith@swansfield.school))

### **Mrs Anne-Marie Grimes**

Headteacher ([anne-marie.grimes@swansfield.school](mailto:anne-marie.grimes@swansfield.school))

### **Mrs Chrissy Morris-Watson**

SEND Governor ([chrissy.morris-watson@swansfield.school](mailto:chrissy.morris-watson@swansfield.school))

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## The Northumberland Local Offer

Our local authority's local offer is published here:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

### ACRONYMS

<b>ADHD</b>	Attention deficit hyperactivity disorder	<b>ASD</b>	Autistic Spectrum Disorder
<b>SEND</b>	Special Educational Needs & Disability	<b>CYPS</b>	Children and Young People Service
<b>SENDSCO</b>	Special Educational Needs & Disability Coordinator	<b>EHCP</b>	Education Health Care Plan

This report has been formally accepted by the Academy Council.

 <b>APPROVAL AND AUTHORISATION</b>				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved	<b>Anne-Marie Grimes</b>	Head Teacher		November 25
Approved	<b>Lauren Chapman</b>	Chair of Governors		November 25
 <b>DATE OF NEXT REVIEW</b>			<b>AUTUMN 2026</b>	

