Swain House Primary School

Special Educational Needs and Disabilities Policy and Information Report



September 2026

This policy was discussed, reviewed and agreed by the Governing Body –
This policy was discussed, reviewed and agreed by all staff –
This policy will be reviewed in September 2027

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Swain House Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We are a fully inclusive school that strives to ensure that all pupils achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

At Swain House Primary School, we recognise that all children are different and unique; therefore their needs are individual and unique.

This document is intended to give information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, technique and resource we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. We are committed to early identification of SEND through a range of assessment tools, and to collaboration with all agencies and stakeholders.

Safeguarding Statement

At Swain House Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Swain House Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Equality Statement

We have carefully considered and analysed the impact of this report on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.
This information report provides information and guidance for parents, staff and governors on our approach to the provision and additional support required by the SEND Code of Practice from children with Special Educational Needs and Disabilities as set out in the 2014 Children and Families Act. The Code of Practice states the rights and duties introduced by the Special Educational Needs & Disabilities and Equalities Act 2010.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A child or young person has SEND if they have a learning difficulty or disability, which calls for additional and different provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

(Special educational needs and disability code of practice: 0 to 25 years January 2015)

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4. Roles and responsibilities

The Class Teacher

The class teacher is responsible for:

- The progress, development and wellbeing of every pupil in their class, including pupils with Special Educational Needs and/or Disabilities (SEND).
- Providing high-quality, inclusive teaching that is appropriately adapted to meet the individual needs of pupils, ensuring that all children are supported to achieve their full potential.
- Identifying and responding to emerging needs, discussing initial concerns with parents/carers and sharing concerns with the school's SEND Team
- Working closely with teaching assistants and specialist staff to plan, deliver and evaluate appropriate support and interventions, ensuring that these are effectively linked to high quality classroom teaching.
- Working collaboratively with the SEND Team to monitor and review pupils' progress, attainment and development, and to consider whether adjustments to SEND provision are required.
- Developing, implementing and reviewing individualised plans for pupils who require additional support, where appropriate, and sharing these plans and reviews with parents/carers.
- Reading, understanding and implementing the provision outlined in Education, Health and Care Plans (EHCPs), ensuring that identified outcomes and provision are reflected in the provision offered.
- Implementing the school's SEND policy and procedures and contributing to a whole-school approach to inclusion and SEND provision.

The SEND Team

The school's SEND Team comprises:

- Headteacher – Mrs Clare Pugh
- Deputy Headteacher – Mrs Claire Broomfield
- Assistant Headteacher with responsibility for SEND and Inclusion / SENDCo – Mrs Kylie White
- Assistant Headteacher with responsibility for UKS2 – Mr Andrew George

The SEND Team is responsible for:

- Developing, implementing and reviewing the school's SEND Policy and SEND Information Report.
- Working closely with the Headteacher and SEND Governor to determine the strategic development of SEND policy and provision across the school.
- Ensuring the effective day-to-day implementation of the school's SEND policy and coordinating the provision made to support individual pupils with SEND, including pupils with Education, Health and Care Plans (EHCPs).
- Providing professional guidance and support to staff and working collaboratively with pupils, parents/carers and external agencies to ensure that pupils with SEND receive appropriate support, reasonable adjustments and high-quality, inclusive teaching.
- Advising staff on the graduated approach to SEND support, including assess, plan, do and review cycles, and ensuring that provision is regularly monitored and evaluated.

- Advising the Headteacher and leadership team on the effective use of the school's delegated SEND budget and other resources to meet pupils' individual needs.
- Acting as a key point of contact for external agencies, including the Local Authority and its support services, and coordinating communication between the school, families and relevant professionals.
- Monitoring and reviewing the effectiveness of SEND provision and using information about pupils' progress and outcomes to inform future provision and school improvement.
- Supporting the identification of pupils with SEND and ensuring that appropriate provision is put in place at the earliest opportunity.
- Ensuring that parents/carers are appropriately involved in decisions about their child's SEND provision and that their views and the views of the pupil are considered.
- Ensure the school keeps the records of all pupils with SEND up to date
- Providing support and training to teachers and support staff so that they can help all children to reach their potential.

Resourced provision (RP) Teacher In Charge – Gemma Gawthorpe

Is responsible for:

- Working with the headteacher, mainstream SEND Team and SEND governor to determine the strategic development of the SEND policy and provision in the school for pupils in the RP
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils in the RP
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils in the RP receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support for pupils in the RP
- Advise on the deployment of the RP's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services for pupils in the RP
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils in the RP up to date
- Providing support and training to RP teachers of the deaf and support so that they can help all children to reach their potential.

Ensuring that parents/carers of pupils in the RP are:

- Made aware of any concerns regarding the pupil's progress
- Involved in supporting their child's development
- Involved in evaluating and reviewing their child's progress towards set targets
- Liaising with outside agencies to support their child's development

The Headteacher – Mrs Clare Pugh

The Headteacher is responsible for:

- Working as part of the SEND Team, RP Teacher in Charge and SEND Governor to determine the strategic development of SEND policy and provision across the school.
- Having overall responsibility for ensuring that appropriate provision is in place for pupils with SEND and/or disabilities and that their progress and outcomes are effectively monitored.
- Ensuring that the Governing Board is kept informed about SEND provision, developments and any significant issues or concerns relating to SEND.
- Ensuring that the school's SEND policy and SEND Information Report are implemented effectively and reviewed regularly.

The Governing Body

The school's designated SEND Governor is **Kate Brewis**.

The Governing Body is responsible for:

- Championing SEND and inclusion and helping to raise awareness of SEND issues and priorities across the school.
- Monitoring the quality and effectiveness of SEND provision, including the use of resources and the impact of support on pupils' progress and outcomes, and reporting on SEND matters to the Governing Board.
- Working with the Headteacher and SEND Team to determine the strategic development of SEND policy and provision across the school.
- Ensuring that appropriate staffing, funding and resources are available to support pupils with SEND and that these are used effectively.
- Maintaining strategic oversight of the school's SEND provision, ensuring that the school meets its statutory responsibilities in relation to pupils with SEND and/or disabilities.

5. SEND information report

The school provides support for pupils with a wide range of special educational needs and/or disabilities (SEND). The SEND Code of Practice identifies **four broad areas of need**. These are:

1. Communication and Interaction
This may include pupils with difficulties with speech, language and communication, as well as pupils with Autism Spectrum Condition (ASC). Pupils may experience difficulties with understanding or using language, social communication, interaction and forming relationships.

2. Cognition and Learning

This may include pupils with specific learning difficulties such as dyslexia, dyspraxia or dyscalculia, as well as pupils who have difficulties with acquiring, retaining or applying knowledge and skills.

3. Social, Emotional and Mental Health (SEMH)

This may include pupils who experience difficulties with their social and emotional development, mental health or emotional wellbeing. For example, this may include pupils with Attention Deficit Hyperactivity Disorder (ADHD), anxiety or difficulties with emotional regulation.

4. Sensory and/or Physical Needs

This may include pupils with a visual or hearing impairment, physical disabilities or medical needs that affect their access to learning. Examples may include visual impairment, hearing impairment, physical disabilities and epilepsy.

Some pupils may have needs that fall within more than one of these broad areas. The school recognises that every pupil is an individual, and SEND provision is therefore tailored to the pupil's specific strengths, needs and circumstances rather than being based solely on a diagnosis or category of need.

‘Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.’ (2014 Code of Practice)

5.2 Identifying Pupils with SEND and Assessing Their Needs

We recognise that identifying special educational needs is an ongoing process. A pupil may be identified as having SEND at any stage of their education, and some needs may become apparent only as a pupil develops.

Initial concerns about a pupil's progress, development or wellbeing may come from:

- The class teacher, who may notice that a pupil is experiencing persistent difficulties with learning, communication, behaviour, social interaction, emotional regulation or another aspect of their development.
- The school's assessment and monitoring processes, which may identify that a pupil is not making expected progress or is experiencing difficulties in accessing the curriculum, despite receiving appropriate high-quality teaching and support.
- Parents or carers, who may share concerns about their child's learning, development, communication, behaviour, emotional wellbeing or other needs.
- The pupil themselves, who may communicate concerns about their learning, relationships, wellbeing or development.
- Previous educational settings, such as nurseries, pre-schools, schools or other educational providers, which may share information about a pupil's strengths, needs and previous support.
- Health or other professionals, such as a GP, Health Visitor, Paediatrician, Speech and Language Therapist or other specialist, who may identify or provide information about a pupil's needs.
- Where concerns are identified, the school will gather information from a range of sources and work in partnership with the pupil and their parents/carers to understand their strengths and needs.
- The school will use the graduated approach of Assess, Plan, Do and Review to identify and respond to pupils' additional needs. This involves:

- assessing the pupil's strengths and areas of need;
- planning appropriate support and identifying desired outcomes;
- putting appropriate provision and interventions in place; and
- reviewing the impact of the support and making adjustments where necessary.

The school will consider the individual needs of each pupil, rather than relying solely on a diagnosis or a particular category of SEND. A medical diagnosis does not, in itself, mean that a pupil has SEND, and a pupil does not need to have a diagnosis in order to receive appropriate support where a special educational need has been identified.

Parents/carers will be involved throughout this process, and the views and wishes of the pupil will be considered in decisions about their support and provision.

Identification prior to entry

Pupils entering school with special educational needs will be identified through close liaison with feeder nurseries/schools, consultation with support and health agencies and with parents/carers.

1.1 Assessment and Identification in Foundation Stage

At Swain House Primary School, we recognise that many of our children enter school with communication, cognitive, and social and emotional skills that are below those expected for their age, and that they may need time to adjust to the demands of school-life. Unless there is a specific learning or physical difficulty already identified, children's progress towards the Early Learning Goals will be closely monitored during the first term of the Nursery/Reception year. During the second term, the Nursery/Reception teacher and the SEND Team will discuss any concerns about the progress of identified children, and set targets and success criteria accordingly. These concerns will be recorded on a 'Pupil Referral for Support – SEND' form and parents/carers informed. The class teacher and SEND Team will review these targets and, if the child is still developing below age-related expectations, a decision will be made whether to place the child on the SEND register and what additional support will be put in place.

We make use of the Bradford 'Progress for School Age Children' and 'Progress for Children in the EYFS' grids to identify children who are falling behind age related expectations and to support our judgements on whether there may be a Special Educational Need.

1.2 Assessment and Identification in Key Stage 1 and 2

Communication and interaction needs (including Autistic Spectrum Condition)

Pupils with Communication and Interaction needs may experience difficulties in one or more areas of speech, language or communication. This may include difficulties understanding language or expressing themselves clearly.

Where there are concerns about a child's speech, language or communication skills, a referral may be made to a Speech and Language Therapist (with parental consent). This can

help to develop a clearer understanding of the child's needs and provide advice and recommendations regarding appropriate support and provision.

Autistic Spectrum Condition (ASC)

Autistic Spectrum Condition (ASC) is a range of neurodevelopmental conditions that may affect social interaction, communication and a person's understanding of the world around them.

Where an Autistic Spectrum Condition is suspected, the SEND Team will discuss the appropriate next steps with the child's parents or carers. With their agreement, a referral may be made through relevant health professionals, such as the Child and Adolescent Mental Health Services (CAMHS) or the child's GP, to seek a formal assessment.

Cognition and learning needs

Children with difficulties in Cognition and Learning may learn at a slower pace than their peers and may experience greater difficulty in acquiring literacy and numeracy skills, remembering information or understanding and applying concepts.

We have rigorous assessment and progress-monitoring procedures in place. Children are assessed at least termly using a combination of teacher assessment and formal assessment measures. Where there are concerns that a child's progress has slowed, stopped or is not in line with their expected progress, teachers, with support from the school's SEND Team, will consider the possible barriers to learning and identify any additional provision that may be required to support the child's progress.

Appropriate targets will be identified and the additional provision will be reviewed after a suitable period of time. Following this review, the school will consider whether further or different provision is required and whether the child meets the criteria for inclusion on the school's SEND register.

We use Bradford's *Progress for School Age Children* to support professional judgements about children's progress and whether they may have a Special Educational Need. The coloured bands help teachers to identify children who are working above or below age-related expectations and provide an indication of the level of support that may be appropriate.

The needs of children with Specific Learning Difficulties will be assessed relevant assessments, and appropriate provision will be put in place. Where a specific learning difficulty is suspected, a referral to external agencies may be considered and/or support may be requested from the SCIL Team (Social Communication, Interaction and Learning Team).

Social, Mental and Emotional Health

Swain House Primary School is committed to promoting positive emotional wellbeing and mental health for all pupils. We use the MyHappymind programme across the school to support children in developing an understanding of their emotions, building resilience, developing positive relationships and recognising strategies that can support their mental health and wellbeing. The programme provides a consistent whole-school approach and is delivered as part of our wider personal, social, health and wellbeing curriculum.

We also use the Zones of Regulation approach to help children develop emotional awareness and self-regulation skills. Children are supported to recognise and communicate how they are feeling, understand that all emotions are valid, and identify strategies that can help them to regulate their emotions and be ready to learn. This approach is used consistently across school and can be particularly helpful for children who experience difficulties with emotional regulation, communication or social interaction.

These whole-school approaches form part of our universal provision and are available to all pupils. Where a child requires additional support beyond the universal provision, further targeted interventions and personalised strategies may be put in place through the graduated approach.

Children with Social, Emotional and Mental Health (SEMH) needs may experience difficulties with emotional regulation, social interaction, self-esteem and developing or maintaining positive relationships. These difficulties may present in different ways, including withdrawal or isolation, difficulties managing emotions, or behaviours that may be disruptive or challenging.

The class teacher, with support from the SEND Team, will identify when a child's social, emotional or mental health needs are affecting their learning, wellbeing or ability to develop positive relationships. Where this is identified, provision will focus on developing social skills, self-esteem, emotional literacy and emotional regulation, with the aim of supporting the child's wellbeing and readiness to learn. This may include support from the school's Learning Mentor or targeted interventions designed to meet the child's individual SEMH needs.

Swain House Primary School recognises that behavioural difficulties do not necessarily indicate that a pupil has a Special Educational Need or Disability (SEND). Where concerns about behaviour arise, staff will consider the underlying factors and assess whether the behaviour may be linked to unmet learning, communication, social or emotional needs. Where an underlying need is identified, appropriate targets and provision will be put in place as part of the graduated approach.

Where there are concerns that a child's presentation or behaviour may be related to their mental health, the school, with parental consent where appropriate, will work with relevant specialist services to seek advice, support and, where necessary, further assessment.

Where housing, family or other circumstances may be contributing to a child's presentation or behaviour, the SEND Team and Learning Mentors will work sensitively with the child and their parents or carers to identify appropriate support and, where necessary, signpost or refer the family to relevant services.

Sensory and physical needs

Children with sensory or physical needs may experience difficulties that affect their access to learning, participation, communication, independence or wellbeing. These may include visual or hearing impairments, physical difficulties, mobility needs or sensory processing needs.

The school will work closely with pupils and their parents/carers to identify individual needs and consider any barriers that may affect their access to the curriculum and school environment. Advice and guidance from the Local Authority and relevant specialist services will be used to support assessment and planning where appropriate.

A range of reasonable adjustments and supportive strategies may be put in place according to the individual needs of the pupil. These may include adaptations to the classroom or learning environment, appropriate seating or positioning, access to sensory resources, movement breaks, sensory circuits, brain breaks, fidget resources, sensory play and practical activities. Staff will monitor the effectiveness of these strategies and adapt provision as required.

Where a pupil requires specialist assessment, equipment or advice, the SEND Team will liaise with parents/carers and, with consent where appropriate, make referrals to relevant external agencies. This may include specialist services supporting children with physical difficulties, hearing or visual impairments, occupational therapy or other relevant health and educational professionals.

The school will use relevant Local Authority guidance and advice from specialist professionals to ensure that appropriate provision and reasonable adjustments are put in place to enable pupils to participate fully in school life and make progress.

5.3 Consulting and involving pupils and parents

We will involve pupils and their parents/carers at an early stage when identifying whether a pupil may require special educational provision. These discussions will help to ensure that:

- everyone develops a clear understanding of the pupil's strengths, needs and areas of difficulty;
- parents/carers have the opportunity to share their concerns, knowledge and views;
- the pupil's views and wishes are taken into account, where appropriate;
- everyone understands the outcomes we are working towards;
- everyone is clear about the support and provision to be put in place and the next steps.

A record of these discussions and agreed actions will be recorded on the pupil's action log.

Parents/carers will be informed when it is decided that a pupil will receive SEND Support and will be involved in discussions about the provision and support put in place.

We firmly believe that provision for pupils with SEND is most effective when pupils, parents/carers and school staff work in partnership. We value the knowledge and expertise that parents/carers have about their child and recognise the importance of listening to the pupil's own views, experiences and aspirations.

Through our target-setting approach, pupils are encouraged to take an active role in evaluating their learning and identifying targets for future learning, in partnership with their class teacher. This approach continues throughout the graduated approach to SEND through intervention plans and, where appropriate, Individual Education Plans (IEPs). Pupils will be involved in discussing and, where appropriate, agreeing the support and strategies that will help them to achieve their identified outcomes.

Targets and provision will be reviewed and shared with parents/carers at least termly. This will usually take place through Parents' Evenings, where parents/carers will have the opportunity to discuss their child's progress, needs, targets and provision, and to share their views and any concerns.

For pupils with an Education, Health and Care Plan (EHCP), an Annual Review will be held in addition to these meetings. This provides an opportunity for the pupil, parents/carers, school and relevant professionals to review the pupil's progress, outcomes, provision and any changes in their needs. The pupil's views will be sought in advance of the Annual Review and, where appropriate, the pupil will be invited to participate in the meeting.

5.4 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 teacher will work with the SEND Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or 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 regularly.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

Swain House Primary School recognises that transitions can be particularly challenging for some pupils with SEND. We take a planned and individualised approach to supporting pupils through changes in school, class, staff and routines. We work closely with pupils, parents/carers and relevant professionals to ensure that important information, successful strategies and appropriate support are shared and that transitions are as smooth and positive as possible.

When moving to another school:

- Information about the pupil's SEND needs, strengths, successful strategies and current provision will be shared with the receiving school.
- The SEND Team will liaise with the SEND Team or relevant staff at the new school to ensure that appropriate support and arrangements are in place.
- Relevant records and documentation will be transferred to the new school in line with school procedures and data protection requirements.
- Where appropriate, additional transition arrangements will be agreed, such as visits, meetings with key staff or opportunities for the pupil to become familiar with the new environment.
- Parents/carers and the pupil will be involved in planning the transition wherever appropriate.

When moving classes within school:

- Information about the pupil will be shared with the new class teacher in advance, including their strengths, needs, targets, successful strategies and current provision.
- A transition and planning meeting will take place between relevant staff where appropriate.
- Current SEND documentation, including intervention plans, Individual Education Plans (where used) and other relevant information, will be shared with the new teacher.
- Pupils will have opportunities to visit and become familiar with their new classroom, teacher and other members of staff during the summer term.
- Additional transition visits, visual supports, social stories or other personalised preparation may be arranged where this would benefit the pupil.
- Staff will consider any particular sensory, communication, emotional or physical needs that may affect the transition and put appropriate support in place.
- At the beginning of the new academic year, teachers will meet with the SEND Team to discuss the SEND needs and provision of pupils in their class.

Transition to Secondary School – Year 6:

Transition to secondary school begins in good time to allow pupils to prepare for the changes ahead. The level of support provided will be tailored to the individual needs of each pupil.

- The class teacher and SEND Team will liaise with the SENDCo or relevant staff at the pupil's new secondary school to share information about the pupil's strengths, needs, provision and successful strategies.
- Relevant SEND documentation and records will be shared with the receiving school.
- Pupils will take part in focused learning and activities to help them understand and prepare for changes such as a new environment, different routines, increased independence and moving between lessons.
- Visits to the new secondary school will be arranged, and where appropriate, staff from the secondary school may visit Swain House Primary School.
- Some pupils may be offered additional small-group or individual transition visits where this is considered beneficial.
- Where appropriate, pupils and their parents/carers will be involved in discussions about their transition and the support they may require.
- Additional information, resources or strategies may be provided to help pupils feel familiar and confident with the changes ahead.

5.6 Our approach to teaching pupils with SEND

At Swain House Primary School, we are committed to setting personalised targets for pupils. Where a child has been identified as having a Special Educational Need or Disability using the Bradford MDC Matrix of Need, these targets will be carefully tailored to address the child's primary area of need. Quality First Teaching is carefully adapted to suit the child's preferred learning style and specific strategies are employed to help the child to meet these targets.

Quality First Teaching

- Teachers have high expectations for all learners.

- Teaching is based on in-depth knowledge of your child's strengths and difficulties and builds on what they can already do or understand.
- Teaching is carefully planned to help your child to meet their personalised targets or to fill an identified gap in knowledge or understanding.
- Teaching takes into account your child's preferred way of learning and may include the use of additional equipment or resources.
- The use of specific strategies (possibly identified by the SEND Team or outside agencies) to meet your child's needs.

Where it is felt that the gap is not being closed by specially differentiated Quality First Teaching, it may be considered appropriate to place the child in a small intervention group with children who have similar needs. The intervention will be carefully planned to address the children's needs and will be led by a trained adult. The effectiveness of provision and children's progress towards set targets will be monitored regularly. These children will usually fall within 'QFT' or 'SEND Support' on the Bradford MDC Matrix of Need.

Specific small group work

- An intervention run by a teacher or Teaching Assistant which is specially focused on helping a small group of children to meet their individualised targets.
- May take place in or out of the classroom.
- The adult leading this group will be trained to do so and will have a clear understanding of children's strengths and difficulties.
- Carefully planned to fill an identified gap in knowledge or understanding.
- May include the use of additional equipment and will take into account pupil's preferred learning styles.
- The child's class teacher, with the support of the SEND Team, will regularly monitor the impact of the intervention with clear outcomes recorded on a bespoke intervention plan.

Swain House Primary School is committed to working in close collaboration external professional agencies to ensure that children's needs are fully met. Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and specific small group interventions, advice may be sought from professional agencies outside of the school. In these cases, the class teacher or SEND Team will contact the parents to discuss the need for outside agency involvement and to gain their consent for the referral to be made. Children's targets and provision will be updated following advice from other professionals and their recommendations will be shared with parents.

Support from 'Outside Agencies'

This might include:

- Local Authority Services such as Learning Support Services, Educational Psychologist, SCIL Team etc.
- Agencies such as the NHS Speech and Language Therapy Service (SALT).
- Medical professionals such as the School Nurse, paediatrician.
- Training Providers such as Team Teach, Positive Regard etc.

Where a child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health

Care Plan (EHC plan) may be applied for. This will be done with the consent of the parents/carers and in collaboration with other professionals. The EHC Plan will give in-depth details of the child's needs and provision.

For pupils with an EHC Plan, IEPs will be updated by the class teacher using the objectives from the ECH plan as guidance. These will be completed in collaboration with the child where appropriate and parents/carers will be invited to express their opinions on targets, provision and progress. An Annual Review will be held by a member of the SEND Team for children with an EHC plan and all relevant parties will be invited.

Alternatively, a non-funded 'My Support Plan' may be written to support a pupil.

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Specified Individual Support

- The child has been identified as needing a high level of individual support.
- Specialist professionals will be involved in trying to meet the child's needs.
- The school (or parents/carers) can apply to the Local Authority for a statutory assessment of the child's needs. This is a legal assessment in which parent/carer views and those of professionals who have worked with the child will be considered.
- If the Local Authority agrees that the child's needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHC plan. The parents/carers and the child will be asked to contribute to this.
- An EHC plan will have long and short-term goals for the child. It will set out the specific targets, how support should be used and what strategies will be used to help the child to meet their goals.
- If the Local Authority do not agree that the child's needs are severe and complex enough to require a Statutory Assessment then the school will be asked to continue to provide personalised support. At this point additional support may be requested from relevant external agencies.

5.7 Adaptations to the curriculum and learning environment

At Swain House Primary School, we are committed to ensuring that all pupils have access to a broad, balanced and ambitious curriculum that is appropriate to their individual needs and abilities. Teachers have high expectations for all our learners and recognise that pupils may require different approaches, resources and levels of support in order to achieve their potential.

Where a pupil has identified special educational needs or disabilities, we make appropriate adaptations to teaching, learning and the curriculum to ensure that they can participate as fully as possible. These adaptations may include:

- adapting and differentiating the curriculum and learning activities to meet individual needs, for example through grouping, individual or small-group work, adapted content and different teaching approaches;
- adapting resources, equipment and staffing arrangements where appropriate;
- providing recommended aids and resources, such as laptops or other assistive technology, coloured overlays, visual timetables, now-and-next boards, enlarged text and other visual supports;
- adapting teaching approaches by providing additional processing time, pre-teaching key vocabulary, breaking learning into smaller steps, using repetition and rehearsal, and reading instructions aloud;
- providing opportunities for practical, sensory and multi-sensory learning;
- using individualised strategies to support communication, attention, emotional regulation and independence;
- ensuring that staff share information about pupils' strengths, needs, successful strategies and areas for development when pupils move between classes;
- using assessment information and professional advice to inform planning and ensure that provision is regularly reviewed.

Supporting Pupils with Severe and Complex Needs

For some of our pupils with severe or complex learning needs, it may not be appropriate or possible for them to access all aspects of the National Curriculum in the same way as their peers. In these circumstances, the curriculum will be carefully adapted to reflect the pupil's individual strengths, needs, developmental stage and learning priorities. Where appropriate, provision will be informed by the pupil's Education, Health and Care Plan (EHCP), individual outcomes and advice from relevant professionals.

Pupils may access a personalised curriculum alongside appropriate elements of the National Curriculum. This may include areas of learning such as continuous provision, sensory provision, life skills, communication and interaction, emotional regulation, physical development and outdoor learning. These opportunities are designed to develop pupils' engagement, independence, communication, confidence and functional skills, while providing meaningful opportunities to apply their learning in different contexts.

Continuous provision may include structured opportunities for pupils to revisit and develop skills through carefully planned activities and resources. Sensory provision may support pupils to develop sensory awareness, regulation and engagement. Life-skills provision may focus on developing independence and functional skills such as communication, personal care, self-help, making choices and preparing for life beyond primary school. Outdoor learning provides opportunities to develop physical, social, communication and practical skills through purposeful experiences.

The curriculum and provision for pupils with severe or complex needs will be regularly reviewed to ensure that it remains appropriate, ambitious and responsive to their changing needs. Parents/carers and, wherever possible, the pupils themselves will be involved in reviewing progress and identifying priorities for future learning.

5.8 Additional support for learning

At Swain House Primary School, we have a range of staff and specialist provision to support pupils with SEND and enable them to access learning, develop independence and achieve their individual outcomes.

Each class has a Teaching Assistant who works alongside the class teacher to support pupils with their learning and to deliver targeted interventions. Interventions are planned, monitored and evaluated by the class teacher and relevant members of staff to ensure that they are appropriate and effective in meeting pupils' needs.

We also have two Inclusion Teachers who provide additional targeted support for disadvantaged pupils. They work with pupils individually and in small groups to support specific areas of need and to work towards identified targets and outcomes. The Inclusion Teachers work closely with class teachers, the SEND Team and support staff to ensure that strategies and interventions are coordinated and regularly reviewed.

Some pupils require additional adult support from SEND Teaching Assistants. These staff work closely with pupils and class teachers to provide personalised support and implement strategies identified through the pupil's SEND provision. Staff receive appropriate training, including bespoke training where required, to ensure they have the knowledge and skills to meet individual pupils' needs.

Inclusion Bases and Additional Provision

Our Inclusion Bases provide additional and personalised provision for pupils with more complex or significant SEND. Inclusion Teachers and support staff work with pupils through a combination of individual, small-group and classroom-based support. Provision is planned around pupils' individual needs, strengths and outcomes, including outcomes identified within an Education, Health and Care Plan (EHCP) where applicable.

Pupils may access the Inclusion Bases for targeted teaching, intervention work, communication and interaction support, sensory regulation, emotional wellbeing and the development of independence and life skills. Where appropriate, pupils may also access additional provision such as continuous provision, sensory activities, life-skills learning and outdoor learning. These opportunities provide pupils with meaningful, practical experiences and support the development of communication, independence, physical, social and functional skills.

Pupils remain part of their mainstream class and the wider school community, with opportunities to participate in classroom learning, whole-school activities and social experiences wherever appropriate. The level and type of support provided is tailored to the individual pupil and is regularly reviewed to ensure that it continues to meet their needs.

Resourced Provision for Deaf and Hearing-Impaired Pupils

To support pupils in our Resourced Provision for deaf and hearing-impaired pupils, we have specialist staff including Teachers of the Deaf and Specialist Support Workers. These staff work closely with pupils, families, class teachers and other professionals to support pupils' communication, learning and access to the curriculum.

Some staff within the Resourced Provision use British Sign Language (BSL) as their primary means of communication. This provides pupils who use BSL with access to communication and learning through their preferred language and supports their social interaction, independence and inclusion across the school.

All staff involved in supporting pupils with SEND work collaboratively to ensure that provision is consistent, purposeful and responsive to individual needs. Progress towards identified targets and outcomes is monitored regularly and provision is adapted where necessary.

5.9 Expertise and training of staff

Swain House Primary School has an experienced and committed SEND Team. Members of our SEND Team are all experienced, long-standing members of staff who have a strong understanding of our pupils, families and the wider school community. Their experience and specialist knowledge enable us to provide consistent, personalised support for pupils with SEND and to work effectively with families and external professionals.

Mrs Kylie White and Miss Claire Broomfield have both completed the Postgraduate National Award in Special Educational Needs (NASENCo), providing them with specialist knowledge and expertise in supporting pupils with SEND and developing effective provision across the school. Mr Andrew George has completed the National Professional Qualification for Senior Leadership (NPQSL) with a focus on SEND, further strengthening the school's leadership and expertise in this area.

Our experienced Learning Mentors, Mrs Broadbent and Miss Armitage, provide additional support for pupils who experience barriers to learning, with a particular focus on social and emotional development, wellbeing, relationships and readiness to learn.

We are committed to developing the knowledge and expertise of all staff. Staff regularly undertake training to ensure that they are able to respond effectively to the changing needs of our pupils. The school is supportive of staff accessing relevant professional development and specialist training.

We work closely with the Bradford SEND SCIL Team (Social Communication, Interaction and Learning Team), who provide advice, guidance and specialist training to support staff in meeting the needs of pupils with SEND.

Members of our SEND support team are also able to use appropriate screening and assessment tools to identify possible indicators of specific learning difficulties, such as dyslexia, dyscalculia and visual stress. Where concerns are identified, these are used alongside teacher assessment, observation and information from parents/carers to inform appropriate support and provision. Where further specialist assessment is required, the school will work with parents/carers and relevant external professionals.

The knowledge, experience and continued professional development of our staff enable us to identify needs early, provide appropriate support and work collaboratively with pupils, parents/carers and specialist services to help every pupil make progress.

5.10 Securing equipment and facilities

Swain House Primary School is committed to ensuring that pupils with SEND can access the school environment, learning opportunities and wider school life as fully as possible. We have a range of facilities and resources to support pupils with physical, medical, sensory and personal care needs. These include accessible toilets, a dedicated hygiene room with hoisting facilities and a medical room.

Where a pupil requires specialist equipment or adaptations, we work closely with parents/carers and relevant professionals to identify and obtain the appropriate resources. Where equipment needs to be loaned or provided for an individual pupil, we liaise with the SEND Department at Bradford Children's Services and other relevant specialist services. Equipment is stored securely in locked areas when it is not in use, in line with school procedures.

We have also developed Inclusion Bases and additional Inclusion provision to provide a safe, supportive and appropriately adapted environment for pupils with more complex or significant SEND. These spaces enable pupils to access personalised learning, targeted interventions and support that meets their individual needs.

Additional provision may include sensory and regulation activities, life-skills learning, continuous provision, outdoor learning, communication support and opportunities to develop independence.

Where appropriate, reasonable adjustments are made to the school environment, resources, routines and teaching approaches to remove barriers to participation. We regularly review the accessibility and suitability of our facilities and provision to ensure that pupils with SEND are supported to participate fully in school life.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions regularly
- Collecting Pupil Voice
- Monitoring, including learning walks, by the SEND Team and other members of the Leadership Team
- Holding annual reviews for pupils with EHCPs
- Communicating regularly with parents/carers

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

Swain House Primary school is an inclusive school and actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for students with SEND to enable them to participate in all areas of school, school visits and other out of class activities. This includes wheelchair access, hoists, lifts, shower room and disabled toilets. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Swain House Primary School is very experienced at including children with additional needs in extra-curricular activities and we make provision for all students to attend any of the after school clubs we offer. Any concerns regarding our extra-curricular activities can be discussed with our Learning Mentor – Mrs. Sarah Broadbent. Swain House Primary School actively try to ensure that all of our extra-curricular activities are adapted for pupils' specific needs. All pupils with SEND are invited to participate fully in school trips, including residential visits, sports teams, extra-curricular activities and school committees (e.g. our School Council). Swain House Primary School's Breakfast Club, After School club and Extra

Club also offer inclusive and high quality provision before and after school. Staff are very experienced at including children with additional needs in all activities.

Swain House Primary is a host school for the Service. Deaf pupils are admitted to the Resourced Provision (RP) from across Bradford. In addition to the mainstream school, some pupils are taught for some of their timetable by specialist staff. This extra provision means that additional training and advice for parents, pupils and staff can be offered within an environment which has acoustic advantages and facilities.

5.13 Support for improving emotional and social development

At Swain House Primary School, we recognise that positive emotional wellbeing and good mental health are important foundations for learning, relationships and personal development. We provide a range of universal and targeted support to help pupils develop emotional literacy, resilience, self-regulation, positive relationships and confidence.

Miss Julie Shaw is our Senior Mental Health Lead and works alongside the SEND Team, Learning Mentors, class teachers and wider staff team to promote positive mental health and wellbeing across the school. Our experienced Learning Mentors, Mrs Sarah Broadbent and Miss Ellie Armitage, provide pastoral support for pupils who may be experiencing social, emotional or wellbeing needs or who may have barriers to learning.

We use MyHappymind across school as part of our whole-school approach to supporting pupils' mental health and wellbeing. Lessons help pupils to develop an understanding of themselves and their emotions, build resilience, develop positive relationships and learn strategies to support their wellbeing.

We also use the Zones of Regulation approach across school to develop pupils' emotional awareness and self-regulation skills. Pupils are encouraged to regularly use the Zones of Regulation emotional check-in within their classrooms. This provides an opportunity for staff to identify how pupils are feeling, talk through any concerns and support them to identify appropriate strategies to regulate their emotions and be ready to learn.

We actively seek and value the views of our pupils. Their views may be gathered through pupil questionnaires, class discussions, informal conversations, pupil voice activities and individual discussions. We use this information to help us understand pupils' experiences and identify ways in which we can improve their wellbeing and support.

Pupils take part in regular anti-bullying assemblies, with key messages reinforced through classroom discussions and activities throughout the year. We have a zero-tolerance approach to bullying and encourage pupils to speak to a trusted adult if they have concerns about themselves or others.

For pupils who require additional support, we provide targeted interventions and individualised strategies according to their needs. This may include:

- regular emotional wellbeing and SEMH interventions;
- individual or small-group support with our Learning Mentors;
- access to our Key Stage Two SEND Hub, led by Mrs Littlewood (SEND Teaching Assistant), which provides targeted support for identified pupils with SEMH needs;
- emotional regulation and self-regulation activities;
- support with developing social skills, friendships and positive relationships;
- opportunities to develop confidence, resilience and independence;

- Emotional and Wellbeing workshops delivered by Educational Emotional Wellbeing Practitioners;
- support to develop strategies for managing emotions, anxiety, change and challenges;
- opportunities for pupils to discuss their feelings and identify trusted adults who can support them.

5.14 Working with other agencies

In order to meet pupils' needs, we may request support and advice from outside agencies. These agencies may include:

- Local Authority Services such as Learning Support Services, Educational Psychologist, SCIL Team etc.
- Agencies such as the NHS Speech and Language Therapy Service (SALT).
- Medical professionals such as the School Nurse, paediatrician.
- Training Providers such as Team Teach, Positive Regard etc.

5.15 Complaints about SEND provision

If parents/carers of a child with SEND have concerns about progress or provision, they should consult the class teacher first. If parents/carers feel that concerns are not addressed, they can consult with the assistant headteacher for their child's phase, the SEND Team, or the Headteacher. They will then be referred to the school's complaints policy.

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

Services available in our local area are shared here –

https://www.bradford.gov.uk/children-young-people-and-families/does-your-child-have-special-educational-needs-or-disabilities/special-educational-needs-and-disability-SEND-specialist-assessment-and-support-service/#:~:text=and%20Support%20Service-,Special%20Educational%20Needs%20and%20Disability%20(SEND)%20Specialist%20Assessment%20and%20Support,SEND)%20team%20on%2001274%20435750.

We will regularly share appropriate services on our school Facebook page and in the school weekly newsletter. Parents/carers can also find out more about local services to support families by speaking to the child's class teacher or a member of the SEND Team.

5.17 Contact details for raising concerns

Kylie White – Assistant headteacher with responsibility for SEND and Inclusion

Claire Broomfield – Deputy headteacher (SEND Team)

Andrew George – Assistant SENDco

Clare Pugh – Headteacher

Contact the school office on 01274 639049

5.18 The local authority local offer

The local offer is a way of giving children and young people with special educational needs and disabilities (SEND) and their parents or carers information about what activities and support is available in the area.
Our local authority's local offer is published here:
https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page

5.19 Admissions for pupils with SEND

At Swain House Primary school, we follow the local authority's admission procedures. Families of pupils who have secured a place at our school or who are considering naming our school on the admissions form, are encouraged to arrange a visit by calling the school office. Extra transition visits can also be arranged for pupils who would benefit from these.

The admission of pupils with an Education, Health and Care Plan (EHCP) is dealt with by a separate procedure. These pupils are dealt with through a separate legislative process. If we are named on a pupil's EHCP, we will always do everything possible to meet the pupil's needs. We work positively with the Bradford SEND Team.

6.Monitoring arrangements

This policy and information report will be reviewed by Mrs Kylie White every year. It will also be updated if any changes to the information are made during the year. This policy will be next reviewed in autumn 2027.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Safeguarding and Child Protection Policy