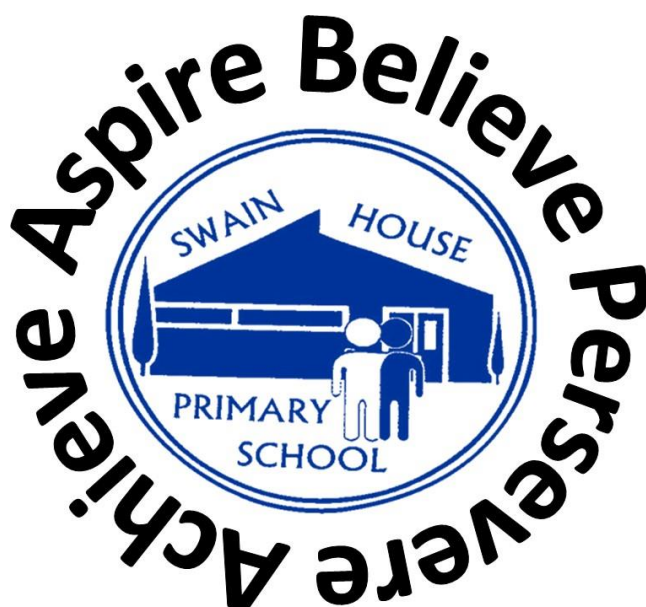


# Swain House Primary School

## Special Educational Needs and Disabilities Policy and Information Report



## September 2024

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This policy was discussed, reviewed and agreed by the Governing Body – October 2024  
This policy was discussed, reviewed and agreed by all staff – October 2024  
This policy will be reviewed in September 2025

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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)

## 4. Roles and responsibilities

### **The class teacher**

Is responsible for:

- The progress and development of every pupil in their class
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Discussing any initial concerns with parents/carers and highlighting these concerns to the school's SENDco.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDco to review each pupil's progress and development, and decide on any changes to provision
- Writing and evaluating Individualised Education Plans (IEPs) for pupils who need them and sharing these with the parents/carers each term
- Ensuring they follow this SEND policy.

### **Assistant Headteacher with responsibility for SEND and Inclusion – Mrs Kylie White**

Is responsible for:

- Writing the school's policy for Special Educational Needs and Disabilities and the Information Report
- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school'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
- 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 with SEND up to date
- Providing support and training to teachers and teaching assistants so that they can help all children to reach their potential.

### **Ensuring that parents/carers 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
- Updated on the schools SEND register if their child is added or removed

### **Assistant SENDco– Mr Andrew George**

Is responsible for:

- Working with the SENDco and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching, with the support of the SENDco
- Advise on the graduated approach to providing SEND support, with the support of the SENDco
- Be a point of contact for parents/carers

#### **Ensuring that parents/carers are:**

- Made aware of any concerns regarding the pupil's progress, with guidance from the SENDco
- Involved in supporting their child's development, with guidance from the SENDco
- Involved in evaluating and reviewing their child's progress towards set targets, with guidance from the SENDco
- Liaising with outside agencies to support their child's development, with guidance from the SENDco
- Updated on the school's SEND register if their child is added or removed

### **Resourced provision (RP) Teacher In Charge – Rachael Price**

Is responsible for:

- Working with the headteacher, mainstream SENDco 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**

Is responsible for:

- Working with the SENDco, RP Teacher in Charge and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Having overall responsibility for the provision and progress of learners with SEND and/or a disability
- Keeping the Governing Body informed of any issues related to SEND.

## **The Governing Body**

The designate governor for SEND is Kate Brewis.

The Governing Body are responsible for:

- Helping to raise awareness of SEND issues at governing board meetings
- Monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Working with the Headteacher and SENDco to determine the strategic development of the SEND policy and provision in the school
- Establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
2. Cognition and learning for example, dyslexia, dyspraxia
3. Social, mental and emotional health for example, attention deficit hyperactivity disorder (ADHD)
4. Sensory and/or physical Needs for example, visual impairments, hearing impairments, processing difficulties, epilepsy

'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**

Initial concerns about a child's progress or development may come from:

- The class teacher expressing concerns that a child's progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- The school's rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.

- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- Previous educational settings such as previous schools, nurseries or Children's Centres.
- Parents approaching school with their concerns about a child's development.
- The child expressing concerns about their own learning or development.

### **Identification prior to entry**

Pupils entering school with special educational needs will be identified through close liaison with feeder resourced 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 verbal, cognitive and social 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 SENDco 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 SENDco 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.

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 have problems with one or more areas of speech, language or communication; including difficulties in understanding language or in making themselves understood. Where there are concerns about a child's verbal skills or understanding of language, a referral may be made to a Speech and Language Therapist (with parental consent) in order to further understand needs and to gain advice on appropriate provision.

Autistic Spectrum Condition (ASC) are a range of complex conditions which may affect social interaction, communication and understanding of the world. Where an Autistic Spectrum Condition is suspected the SENDco will discuss the best course of action with the parents/carers and a referral may be made via health professionals such as the Child and Adolescent Mental Health Services (CAMHS) or the pupil's GP to seek a formal assessment.

### **Cognition and learning needs**

Children with difficulties with Cognition and Learning will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. We have rigorous assessment and progress monitoring procedure in place. Children are assessed at least termly, using teacher assessment and formal assessments. Where there is concern that a child's progress has slowed or stopped or that they are falling behind their peers, teachers, with support from the school's SENDco, will begin to consider what barriers to learning a child may have and what 'additional provision' may need to be put into place to help a child to progress. Targets will be set and the additional provision will be reviewed after a suitable period of time. A decision will then be made as to whether further provision is needed and whether to add the child to the school's SEND register.

We make use of the Bradford 'Progress for School Age Children' to support our judgments as to whether a child may have a Special Educational Need. The coloured bands enable teachers to identify more able children and children who are falling below age-related expectations, as well as giving an indication of what level of support needs to be implemented. The needs of children with Specific Learning Difficulties will be assessed using the guidance in the SEND folder from Education Bradford and appropriate provision made. Where a specific learning difficulty is suspected a referral to the Bradford Learning Difficulties Team may be made and/or a request for support will be made with the SCIL Team (Social Communication Interaction and Learning Team).

### **Social, Mental and Emotional Health**

Children who have Social, Mental and Emotional Health Needs may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

The class teacher, with support from the SENDco, will usually identify where a child's social or emotional difficulties prevent them from learning or developing healthy relationships. Where this is identified the focus of provision will be to develop social skills, self-esteem and emotional literacy with a view to developing learning readiness, often through a referral to the school Learning Mentor. Additional interventions to support the pupil's SEMH needs will be implemented.

Swain House Primary School recognises that behavioural difficulties do not necessarily mean that a pupil has SEND; where these are apparent, assessment will be used to determine whether these are the result of unmet learning or communication difficulties. If a learning or communication difficulty is identified appropriate targets and provision will be put in place following the 'graduated approach'.

Where there is concern that a child's behaviour may be the result of mental health problems, the school, with parental consent, will consult specialist agencies for support and to seek specialist provision.



If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour, the SENDco and Learning Mentors will work closely with the child's parents or carers to implement appropriate family support.

#### **Sensory and physical needs**

Identification of the range of support needed for children with Physical Difficulties or Sensory Impairments will be made using the guidance in the SEND folder from the Local Authority. Referral for support from external agencies will be made by the SENDco with parental consent.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents/carers 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

Notes of these early discussions will be added to the pupil's action log.

We will notify parents when it is decided that a pupil will receive SEND support.

We firmly believe that provision for children with SEND cannot be completely effective without cooperation with children and their parents/carers, and we value their unique knowledge of the child's needs.

Through our target setting approach, pupils are fully included in evaluating their own learning and in setting targets for future learning in cooperation with their class teacher. This is extended throughout the graduated approach to SEND through intervention plans and Individual Education Plans (IEPs). Children will be involved in agreeing the provision that is to be put into place to help them to meet set targets.

These targets and provision will be shared with parents/carers at least termly. This is usually done at Parents' Evenings where parents will be given the opportunity to share their views on their child's needs, targets and provision put into place.

For children with an EHC plan, an Annual Review will be held in addition to these meetings. This gives an opportunity for parents/carers, the school and other relevant professionals to discuss a children progress, provision and targets. The child's views will be sought prior to the annual review and where appropriate, the child will be invited to attend the review.

### **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 SENDco or Assistant SENDco 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 difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### ***When moving to another school:***

- Contact will be made with the school SENDco to ensure he/she knows about any special arrangements or support that need to be made for the child.
- All records about the child are passed on as soon as possible.

#### ***When moving classes in school:***

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- All IEPs and relevant documentation about the child will be shared with the new teacher.
- Children will also visit their new class for a morning in the summer term – meeting all of the staff who will be working with them.
- Additional transition visits can be arranged if necessary.
- Teachers will meet with the SENDco in September to discuss SEND needs in their new class.

#### ***In Year 6:***

- The class teacher and SENDco will meet with and discuss the specific needs of the child with the SENDco of their secondary school, and pass on any and all relevant documentation.
- Focused learning about aspects of transition to support understanding of the changes ahead will be completed.
- Visits will be made to the new school and in some cases staff from the new school will visit Swain House Primary School.
- Some children will be offered extra small group or individual visits to the new secondary school if it is felt that this will be beneficial.

### **5.6 Our approach to teaching pupils with SEND**

#### **The Graduated Approach in practice overview**

At Swain House Primary School, we are committed to setting personalised development targets for all pupils. Pupils and their teacher meet termly to review progress and to set targets for the coming term. 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 SENDCo 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.
- Your child's class teacher, with the support of the SENDCo/Assistant SENDCo, regularly monitors 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 with a number of professional agencies outside of school 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 SENDCo 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 in light of 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 etc.
- Agencies such as the NHS Speech and Language Therapy Service (SALT).
- Medical professionals such as the School Nurse

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 EHC 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 the SENDco for children with an EHC plan, to which all relevant parties will be invited.

Alternatively, a request may be made for a non-funded 'My Support Plan'.

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 have been 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.

## **5.7 Adaptations to the curriculum and learning environment**

At Swain House Primary School, all children follow a broad and balanced curriculum. Teachers have high expectations of all our learners. When a pupil has been identified with special needs, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating or adapting 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, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Handover meetings take place with the current and new class teachers and this information, along with assessment results, helps to plan a differentiated curriculum in the classroom. Their in-depth knowledge of a pupil's strengths and difficulties helps to create a personalised way of learning.

### **5.8 Additional support for learning**

We have a teaching assistant in each class to support pupils with their learning and deliver interventions planned and monitored by the class teacher. Some of our pupils have additional adult support from SEND Teaching Assistants and these members of staff receive bespoke training for these needs. To support in our Resourced Provision for deaf and hearing impaired pupils we have teachers of the deaf and specialist support workers. Some of our staff in the Resourced Provision use BSL as their primary communication method.

### **5.9 Expertise and training of staff**

We have staff in school with specialised expertise. Mrs White has been a teacher at Swain House Primary for fourteen years and has completed the Post Graduate National Award in Special Educational Needs. Mrs. Broadbent and Miss Armitage, our experienced Learning Mentors, work with children who have barriers to learning, particularly regarding their social and emotional development. All staff regularly undergo training and the school is supportive of the training needs of staff. We work closely with the Bradford SEND SCIL Team, who regularly deliver specialised training for staff. Our SEND support team can screen children to identify specific learning difficulties such as visual stress or dyslexia.

### **5.10 Securing equipment and facilities**

We are able to support pupils with SEND by providing facilities such as disabled toilets, hygiene room with a hoist and a medical room. If we require equipment loaning for a pupil, we work with the SEND Department at Bradford Children's Services. When equipment is in school this is securely stored in locked rooms when not in use.

### **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 SENDco, Assistant SENDco and other members of the Leadership Team

- Holding annual reviews for pupils with EHC plans
- 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 and Hearing Impaired 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**

Mrs Sarah Broadbent and Miss Ellie Armitage are our learning mentors and provide pastoral support. The views of pupils are encouraged and these can be shared via pupil questionnaires and informal discussions. Pupils take part in regular anti-bullying assemblies and this is followed up regularly in class. We have a zero tolerance approach to bullying. Mrs Littlewood (SEND TA) leads an Upper Key Stage Two SEND Hub which focuses on SEMH needs. Identified pupils have regular sessions in the hub.

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 be part of after school clubs to promote teamwork/building friendships
- Regular emotional and wellbeing interventions for identified pupils
- Emotional and Wellbeing workshops delivered by Educational Emotional Wellbeing Practitioners
- KS2 pupils with SEND are encouraged to apply for jobs within school such as computer monitors, furniture operatives, buddies etc to promote teamwork and confidence

- All pupils take part in regular 'My Happy Mind' and 'Zones of Regulation' lessons
- All pupils are encouraged to use the Zones of Regulation emotional 'check in' in their classroom so staff can discuss any issues and support with strategies.

#### **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 etc.
- Agencies such as the NHS Speech and Language Therapy Service (SALT).
- Medical professionals such as the School Nurse.

#### **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 SENDco, Assistant SENDco 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.](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, the SENDco or the Assistant SENDco.

#### **5.17 Contact details for raising concerns**

Kylie White – Assistant headteacher with responsibility for SEND and Inclusion

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 2025.

## **7. Links with other policies and documents**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Safeguarding and child protection policy