



Swarland Primary School
Newton on the Moor
Morpeth
Northumberland
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"The Best We Can Be"

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Email: admin@swarland.northumberland.sch.uk

Special Educational Needs And Disability Information Report

SCHOOL NAME:	Swarland Primary School		
TYPE OF SCHOOL:	Primary School – Maintained community mainstream school.		
ACCESSIBILITY:	Ramp into school via main entrance for wheel chair access.		
	Small steps up into classrooms and corridors, portable ramp available for wheelchair access.		
	Visibility strips for visually impaired.		
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>We have trained staff in a variety of areas to meet the needs of individual children on a daily basis. Provision is in place for those children with learning difficulties, communication difficulties, autistic spectrum disorder, physical difficulties, sensory difficulties or behavioural, emotional and social difficulties.</p> <p>We offer a range of interventions and bespoke programs delivered by trained professionals to individuals should the need arise. These include literacy interventions of Read, Write Inc and Toe by Toe, Emotional Literacy Support amongst others. We have a trained reading recovery teaching assistant. Communication interventions include Talk Boost. Mathematical interventions of Power of 2 are also offered across the school.</p>		
POLICIES:	Are the school policies available on the website for:	SEN	✓
		SAFEGUARDING	✓
		BEHAVIOUR	✓
		EQUALITY & DIVERSITY	✓
		ADMISSIONS	✓
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		✓

RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:
	Areas of strength Trained teaching assistants in Emotional Literacy Support , Autistic Spectrum Disorder, sensory processing. SENDCO currently in training. Staff trained in makaton, British sign language, Talk Boost Training, Stareway To Spelling, Precision Monitoring, Dyslexia training, Toe by Toe, Read Write Inc (dyslexia approved intervention for those with literacy needs) and emotional resilience and attachment training.
	Specialist Facilities/Equipment to support SEND Pencil grips, i-pads, Dictaphones. Various SEND resources.
	Input from Therapists/Advisory Teachers/other specialist support services We have access to a speech and language therapist, educational psychologists, Local Inclusion Support Team behavioural support via the local authority. We also have access to an educational welfare officer who offers advice on various issues.
	Breakfast and After School support Wrap around care from 8am to 6pm Monday to Friday is available from Swarland Bears Out of School Club subject to spaces and payment of a fee. This is available on the adjoining school portacabin site.
INCLUSION:	How do you promote inclusion within the school? Including day and residential trips? All children in school are fully inclusive in all activities – see our inclusion policy. Our school values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards regardless of their age, gender, ethnicity, attainment or background. Lessons are as inclusive as possible, with adjustments made depending on need. Children with disabilities are included on all school visits and residential with parental consent. Our school aims to be an inclusive school, giving equality of opportunity to all our children. We make this a reality through the attention we pay to the different groups of children within our school: <ul style="list-style-type: none"> • girls and boys; • children with special educational needs; • gifted and talented children; • any children in minority ethnic and faith groups; • children who need support to learn English as an additional language; • children who are at risk of disaffection or exclusion.
	What proportion of children currently at the school have an SEND? 17% (September 2016)
PARENT SUPPORT INVOLVEMENT/LIAISON:	How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty? We hold regular face to face meetings with parents , school staff, outside agency workers and SENDCO. These include regular review meetings, transition meetings and reviews after agency involvement. This is additional to the 3 parent consultations and end of year reports offered to all children. Staff are readily available for informal meetings with parents. Parents are often offered support through family learning workshops or directed to other resources available such as SEND parent partnership meetings. Parents are invited into parent lunches, workshops and curricular days held throughout the year.
	How will school prepare children with SEND to join their next setting/college/stage of education or life? All our SEND children are given additional visits to their new settings often supported by a school member of staff. Each SEND child is given a transition action plan to fully meet their needs as an individual. Our staff liaise with the new school to ensure they have an informed

	<p>picture of the child's needs, requirements and achievements. We have carefully planned and structured transition programmes between pre-school to Reception and Year 4 to middle school, Year 6 to High school or for those children moving between schools.</p>
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <p>School Admission Arrangements for Pupils with SEND or disabilities</p> <p>When a school is named on a child's Education Healthcare Plan, a place must be given to this child before any other places are allocated. However, this can only happen if it is known before the allocation process begins.</p> <p>However, if your child has an Education Healthcare Plan and you are unsuccessful in gaining a place at your preferred school, you may appeal to the SEND Panel.</p> <p>We have very small class sizes at Swarland Primary School to give children the best start in life. With our generous teaching assistant support, children have outstanding access to adult support throughout the day. This contributes positively to the majority of our SEN children making at least expected progress over time and some children making accelerated progress.</p>
COMPLETED BY: (Name and position)	<p>Louise Fletcher – Headteacher</p> <p>Rachael Stocks - SENDCO</p>
DATE COMPLETED:	September 2016
REVIEW DUE:	September 2017