



Mary Swanwick Primary School
SEND Information Report 2025-26

Welcome to Mary Swanwick Primary School's SEND Information Report.

All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

Our school vision statement is, 'Learning together; helping one another to achieve our best.'

This vision ensures that all members of the school community are committed to working in partnership. This includes: parents, pupils, school staff, governors, outside agencies and the wider community.

Key people:

Trust Partner – Mr J Brookes

Headteacher – Mrs K Parr

SENDCo – Miss S Collins

To arrange a meeting with the Headteacher or SENDCo, please call in at or phone the school office: 01246 450597

Mary Swanwick School is a mainstream setting which is part of the Learners' Trust Academy.

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Statements or Education, Health and Care Plans and those without.

Children may have special or additional educational needs either throughout, or at any time during, their school career.

The Code of Practice 2015 defines SEND as follows:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’.

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 individuals

A child with Special Educational Needs may experience difficulties in:

- specific areas of learning like reading, writing or maths.
- communication, such as expressing themselves or understanding what others are saying;
- making friends or relating to others;
- regulating their emotions;
- personal organisation;

Or, they may have a sensory or physical need which requires additional support in school.

The Code of Practice 2015 identifies 4 key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Needs

At Mary Swanwick Primary School, we also identify 'focus children' who may require additional support in school to meet their needs. Focus children may require either short-term or longer-term support for a variety of reasons such as:

- they have medical needs;
- they have gaps in their knowledge or skills due to prolonged absences from the education system;
- they have challenging family circumstances;
- they access education inconsistently;
- their first language is not English;
- they are looked after by the local authority e.g. a child whose education was inconsistent before being taken into care or has had frequent changes of school since entering care;
- they are not making appropriate progress in line with their age and ability, despite Quality First Teaching strategies.
- they are not achieving Age-Related Expectations in one or more curriculum areas.

Our most recent **OFSTED** inspection was carried out in **November 2022** and the school was graded as **GOOD**.

“Teachers are quick to identify pupils with SEND. They routinely assess pupils’ needs and check that these pupils access the full curriculum. Leaders ensure that staff provide high-quality support and resources suited to pupils’ needs.”

“Staff are determined that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to flourish.”

“The curriculum is ambitious for all pupils, including those with SEND.”

Our approach to teaching learners with SEND:

At Mary Swanwick Primary School we ensure that all pupils in our school are equally valued by having equal opportunities to access to a broad, balanced and challenging curriculum, which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2015).
- We have effective communication between teaching staff, support staff, children with SEND and the parents/carers of these children.
- We work collaboratively with the Derbyshire Inclusion Support Advisory Service and other external support services and agencies.

- We welcome and draw on parents' knowledge and expertise in relation to their own child. We are committed to developing the knowledge and skills of all the staff to manage the diverse range of needs in the school, and to ensure that all support is of high quality.
- We ensure that children with SEND have access to a broad, balanced and ambitious curriculum based on Quality First Teaching strategies.

Through our curriculum provision, we respect the fact that children:

- have different educational needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates and in different ways;
- need a range of different teaching approaches and experiences.
- may need adaptations to the learning environment.

Children making less than expected progress or having particular challenges in one area may be given extra help or adapted learning to help them succeed. We do not assume that a child has SEND just because they are making less progress than expected, or because the teacher is providing additional or different support in class.

What is the Local Offer?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young

people with Special Educational Needs (SEND) aged 0-25. This is the **'Local Offer'**. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

To access Derbyshire's Local Offer, follow this link: <http://www.derbyshiresendlocaloffer.org>

How does the school know if pupils need extra help?

Mary Swanwick Primary School aims to provide early identification of pupils that may have SEND and this can be communicated in a variety of ways.

- Parents may inform the school prior to or during admission.
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school.
- A child's class teacher may identify initial concerns regarding progress or well-being.
- It maybe that the school seeks additional information from screening by a specialist teacher or assessments completed by outside agencies e.g. Educational Psychology, Inclusion Support Advisory Service, Child and Adolescent Mental Health Service (CAMHS), School Health, Clinical Psychologists, Paediatricians or Speech and Language Therapists.

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability? (SEND)

The Class Teacher

Responsible for:

- Monitoring the progress of all children and identifying and helping to plan any additional help a child may need (this could be interventions, resources, additional support) liaising with the SENDCo and informing parents as necessary.
- Ensuring that the school's SEND policy is followed in their classroom.
- Liaising with Teaching Assistants.

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability? (SEND)

Sarah Collins (SENDCo)

Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEND Information Report annually.
- Co-ordinating the support for children with SEND, including working with outside agencies, staffing, resources, Education, Health and Care Plans.
- Ensuring that parents / carers are:

1. Involved in their child's learning.
 2. Kept informed about the support their child is getting and the impact of this.
 3. Involved in reviewing their child's progress and their next steps.
- Liaising with any external agencies who may be involved in supporting your child's needs, i.e. Speech and Language Therapists and the Educational Psychologist.
 - Updating the school's SEND register and making sure that records of children's progress and needs are kept.
 - Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible.

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability? (SEND)

Mrs K Parr (Head Teacher)

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to class teachers, but is still responsible for ensuring every child's needs are met.
- The Headteacher must ensure that the School Champions/School Governing Body is kept up to date about issues relating to SEND.

School Champions (Governors/Trustees)

Responsible for:

- Making sure that all children with SEND have access to the appropriate support and are able to take part in all areas of school life, including extra-curricular activities.

What should I do if I think my child has SEND?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Head Teacher / SENDCo.

What are the different types of support available for children with SEND in our school?

Class teacher input, via highly focussed targeted classroom teaching (Quality First Teaching).

This means:

- That the teacher has the highest possible expectations for all the pupils in their class.
- That all teaching is built on what a child already knows, and their next steps.
- That different methods of teaching are in place, so that all children are fully involved in learning in class. Strategies include: direct instruction using practical or concrete materials to support understanding, visual checklists, scaffolding of tasks, appropriately differentiated learning activities and the teaching of meta-cognitive strategies to encourage independence.

- That specific strategies, (which might be suggested by the SENDCo or the Inclusion Support Advisory Service) are used to support specific children.
- That teachers continually monitor children's progress to check whether children have gaps in their understanding / learning and need additional support to help them make the best possible progress.

Specific group work

Children may access targeted intervention either inside or outside of the classroom. This may be delivered by either a teacher or a teaching assistant working under the direction of the class teacher or SENDCo.

What are the different types of support available for children with SEND in our school?

Specialist groups run by outside agencies - SEND Code of Practice 2015: School Support (SS) This means that a pupil has been identified by the SENDCo / Class Teacher as needing some extra support in school or from a professional outside the school. This may be from the local authority Inclusion Support Services, or outside agencies such as the Education Psychology Service. Pupils may also be referred to the School Nurse or NHS Child Development Centre.

What could happen:

- Parents / Carers may be asked to give permission for the school to refer their child to a specialist professional, e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and the child's parent or carer to understand a child's particular needs better, in order to support them more effectively in school.
- The specialist professional would work with a child to understand their needs and make recommendations as to the ways that child is given support.

- If your child is identified by professionals as having a high level of need then the school can apply for an EHC plan which if successful will outline the number of hours support your child will receive from the LA and how the support will be used. It will have long term objectives for your child.
- If your child is identified as having significant Special Educational Needs, when their current needs are not as complex, or as long term as to require an EHC Needs Assessment, additional funding can be sought from Derbyshire Inclusion Panel Fund and the Early Years Inclusion Fund to provide earlier opportunities to reduce barriers to learning for pupils.

What are the different types of support available for children with SEND in our school?

Specific Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health Care Plan (EHCP). This means a child will have been identified by professionals as needing a significantly additional amount of support in school, or different provision. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. A child may also need specialist support in school from a professional outside the school such as the Educational Psychology Service and Speech and Language Therapy Service.

What this would mean... The school (or a child's parents or carers) can request that Local Authority Services carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided. After the request has been made to the 'Panel of Professionals' (with a lot of information about the child, including some

from their parents or carers), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask the child's parents and all professionals involved with the child and draft a report outlining the child's needs. If the panel does not think the child needs this, they will ask the school to continue with the support they are already giving. After the reports have been sent in, the Panel of Professionals will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. The EHC Plan will outline the number of hours of individual / small group support a child will receive from the LA; how the support should be used, and what strategies must be put in place. It will have long and short-term goals for the child.

Inclusion Panel Funding (forms part of the Graduated Response for Individual Pupils)

Inclusion Panel Funding is aimed at supporting pupils, where their needs are not necessarily as long term and may not require an application for an Education, Health and Care Plan. Schools can submit documentation directly to show that a pupil's needs and barriers to learning require additional funding, above the resources normally available to them. Inclusion Panel funding can give access to specialist services for the child or staff working with the child, at this earlier stage, which gives schools the earlier opportunity to reduce barriers to learning for pupils. If an application is successful, schools will receive Inclusion Panel funding straight away, without the 20-week assessment period for an education, health and care needs assessment (EHCNA).

EYIF (Early Years Inclusion Fund)

In line with government guidance, Derbyshire's Early Years SEN Inclusion Fund is available for children who attend maintained or non-maintained early years' settings and who receive their funding from this council. Children are eligible for Early Years SEN Inclusion Fund if they are aged 2-4 years old, usually until the end of their first term in Reception. An

application for EYIF may be made by school if a child has significant barriers to learning and requires more support than that which can be provided through normally available resources.

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

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that all children's needs are met. Support staff, under the direction of the class teacher, may adapt planning to support the needs of all children where necessary. Specific resources and strategies will be used to support each child individually or in groups. Planning and teaching will be adapted, as often as necessary, to meet every child's learning needs.

What training have staff supporting pupils with SEND had?

The SENDCo's job is to support the class teacher in planning for children with SEND, to recommend interventions and offer strategies that may help. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the SENDCo, the Inclusion Support Advisory Service and other external agencies as appropriate.

Individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children in their class, group or individual. Our aim is to provide quality CPD which supports and develops our staff's understanding and knowledge of a wide range of SEND.

How accessible is the school environment?

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access and double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are four accessible toilets, a shower area and changing facilities.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

A copy of the accessibility plan is available on request from the school office.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. We will listen to any concerns you may have and plan any additional support your child may need. We will discuss with you any referrals to outside professionals to support your child.

What intervention programmes can be accessed at Mary Swanwick Primary School?

Some pupils will require interventions which are additional to and different from the differentiated curriculum provided for all pupils. This forms part of the Graduated Response. We assess each pupil's current skills and levels of attainment on

entry, building on information from previous settings and key stages where appropriate. We also consider if any pupil may have a disability under the Equality Act 2010, and if so, what reasonable adjustments we may need to make for them. Not all interventions run continually. Interventions are selected and delivered according to children's needs. Any children may access interventions whether they have been identified as having SEND or not. Children can (if appropriate) access several interventions at any one time. Children generally access an intervention for a period of up to 6 weeks, throughout which their progress is continually monitored.

Maths Provision:

- Concrete/practical resources such as: numicon, Base Ten, ten frames
- Adult support in lessons (scaffolding to access age-related objectives)
- 1:1 Tutoring
- Set groups with targeted differentiated curriculum
- Booster groups
- Dyscalculia toolkit
- Doodle Maths programmes
- Visual Aids

Physical Provision:

- Physical Literacy
 - Adaptations to the learning environment
- Additional swimming (if appropriate)
- Adult support in lessons
- Developmental dyspraxia toolkit
- Fine Motor Skills work
- Sloping desks
- Pencil Grips
- Physio Programmes linked with the NHS
- Coloured Overlays
- Handwriting Programmes

Literacy Provision:

- English Hub Phonics Intervention programme

- Adult support in lessons (scaffolding to access age-related objectives)
- Additional Group Reading/1:1 reading
- 1:1 Tutoring
- Dyslexia support programmes
- Small group work with differentiated tasks
- Visual aids to support understanding
- Precision Teaching Approaches

Social, Emotional and Mental Health Provision:

- Calm Corner to support emotional regulation
- Play Therapy –The Ocean Room
- Work with Learning Champion
- Sensory Strategies
- SMSC / Circle Time sessions/ Jigsaw
- Home-School books

- Individual Support Plan
- Individual Reward Systems
- Circle of Friends
 - ELSA – Emotional Literacy Support Assistant
 - Emotion Coaching
- Lego Therapy
- The Nest Nurture Group
 - Outdoor forest schools

Speech, Language and Communication Provision:

- Children’s individual Speech and Language Programmes
- ECAT programme (Every Child a Talker)
- NELI programme (Nuffield Early Language Intervention)
- Time to Talk
- Socially Speaking

The school may access additional support:

- Alternative provision or placements
- Resources such as writing slants, laptops or typing programmes from external providers
- Additional activities and competitions for children with SEND through Chesterfield Sports Partnership

The school also makes use of a range of guidance:

- The Derbyshire Friendly Files
- Derbyshire Sensory Processing Toolkit
- The Derbyshire County Council Descriptors of SEND
 - Derbyshire Graduated Response Document

How will the school support my child in starting school and moving on?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school, or leaving Mary Swanwick to start a new school, the SENDCO will liaise with the school in order to create a transition plan. This may involve a member of staff from Mary Swanwick visiting your child in their current placement, (or a member of staff from their new school visiting your child at

Mary Swanwick), and should involve at least one visit by your child to Mary Swanwick (or their new placement). The SENDCO will also attend Annual Review meetings in the year before transition, where possible. During the Summer term a transition day takes place across the school. Children may be supported in creating a 'passport' to support them in understanding their move to a new class or school. Additional visits can be made during different parts of the school day – e.g. playtimes / lunchtimes. Reports and records are passed to the new class teacher. We will inform outside agencies of children's transitions. Transition meetings will take place where necessary.

Year 6:

- The SENDCo/Year 6 teacher will discuss the specific needs of a child with the SENDCo of the child's secondary school. In most cases, a transition meeting to which you will be invited, will take place with the SENDCo from the new school.
- Children will complete an individual transition plan where necessary.
- As well as the arranged transition days, if a child requires additional visits, this can be arranged. On some occasions the staff from a child's new school will visit them whilst they are at Mary Swanwick School.

How are the school's resources allocated and matched to pupils with SEND?

The school budget received from Derbyshire Local Authority includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential. The Headteacher will decide on the deployment of resources and staff for children with SEND, in consultation with the SENDCO and School Champions, based on the needs within school.

The Headteacher / SENDCo discuss all the information they have about SEND in school including;

- the children who are accessing additional support and the impact of that support

- the 'focus children' who have been identified as not making expected progress, or reaching national expectations through the termly progress meetings
- Provision Maps which detail the interventions and support provided for children with SEND. These are reviewed regularly and updated to reflect current needs.

How will you help me to support my child's learning?

Class teachers are regularly available to discuss the progress of children in their class or any concerns a child's parents or carers may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCo is available to meet with parents and carers to discuss a child's progress or any concerns/worries they may have. All information from outside professionals will be discussed with parents or carers with the person involved directly, or where this is not possible, in a report. Personal progress targets will be reviewed each term and parents informed. Homework will be adjusted as needed to every child's individual needs. A home-school contact book may be used to support communication between school and home.

What support will there be to support my child's overall well-being?

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways such as: challenging behaviour, anxiety, reluctance to attend school and a lack of verbal communication. All classes follow the Jigsaw programme, a structured SMSC (Social, Moral, Spiritual and Cultural) curriculum to support this development.

However, for those children who are identified as having Social, Emotional or Mental Health needs:

- Lunchtime and playtime support through planned activities and groups.
- Sessions with the Learning Champion.
- If a child still needs extra support, with their parent or carer's permission, the Head Teacher will access further support through the Early Help Assessment Process.
- Individual Behaviour Plans
- ELSA (Emotional Literacy Support Assistant)
 - Involvement of ISAS (Inclusion Support Advisory Service)
 - Emotion Coaching Strategies

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

School provision: Intervention groups led by Teachers, Teaching Assistants or Higher Level Teaching Assistants (HLTAs) working with either individual children or small groups. ICT support is available in the form of reading and maths programmes and is delivered by teaching assistants. The Learning Champion supports children through 'Meet and Greet' and regular 'check-ins' in class. Nurture Groups such as the Nest and Forest Schools support social and emotional development and well-being.

Local Authority Provision: Delivered in school - Inclusion Support Advisory Teacher (ISAT), Educational Psychology Service, specialist teachers to support children with physical needs and sensory impairments such as visual or hearing needs and Derbyshire Information and Advice Support Service (DIASS)

Health Provision: Referral to NHS Speech and Language Therapy (SALT) and Occupational Therapy (OT). Referral to NHS Neurodevelopmental Pathway to provide a higher level of service (Child Development Centre -CDC), School Nurse, Physiotherapy, CAMHS, Compass Changing Lives.

How does the school monitor the progress of children with SEND?

Children's progress is continually monitored by their class teacher. Children's progress is reviewed formally with the Headteacher / SENDCo every term in Reading, Writing and Maths using a range of assessment materials including diagnostic tests, observational checklists and information from other agencies. At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Where necessary, children will have formal targets. Targets will be set that are designed to accelerate learning and close gaps. Progress against these targets will be reviewed regularly, evidence for judgments assessed and future plans made. The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCo monitors the progress of all children both as an individual and as part of a group. Regular book scrutiny and lesson observations are carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that teaching and learning is of a high quality. The school also takes into account the views of the children and their parents when considering the progress that children have made.

How does the school evaluate the effectiveness of its provision for SEND pupils?

The Headteacher works with support from other members of the Senior Leadership Team and School Champions/Governors to evaluate the effectiveness of its provision for SEND pupils through:

- formal observations and lesson / group drop-ins / learning walks

- discussions with children and their parents / carers
- Tracking of children's progress using a range of assessment materials

Is there an independent service from whom I can get additional help, advice and support?

For additional support, contact DIASS, an impartial support service for parents:

- Derbyshire Information, Advice and Support Service (Formally Parent Partnership) on 01629 533668

<https://www.derbyshireiass.co.uk/home.aspx>

Who should I contact if I have a complaint?

At Mary Swanwick Primary School, we pride ourselves on our good relationships with parents and carers. In the first instance, please do not hesitate to contact your child's class teacher or the Headteacher if you have any concerns. Our aim is to work closely with you to ensure the very best outcomes for your child. However, there is a complaints policy which we would ask you to refer to should you wish to register a formal complaint. The School's Complaints Procedure is on the school's website.