Swinemoor Primary School SEND Information Report 2025-26

Welcome to Swinemoor Primary School's SEND information report which is part of the East Riding of Yorkshire Council's 'Local Offer' for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools and nurseries have a legal duty to publish information on their website about the implementation of the Governing Body's policy for pupils with SEND. This information is updated annually.

1. The kinds of special educational needs for which provision is made at the school. Swinemoor Primary School is a mainstream school, offering provision from 4-11. We value all members of our school community equally. Our school aims and values state:

In our school everybody should work to constantly develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has their best chance to:

- **Achieve beyond expectations**
- **Be proud of our community, our school, our achievements and our peers**
- **Compete, with the belief that we have every chance of success**
- **Develop a culture where we take appropriate risk**
- **Enable people to work together, in order to achieve more than we could on our own**

We believe these aims will develop us spiritually, morally, socially and culturally, therefore helping to prepare us for the next challenges and opportunities in our lives.

Swinemoor Primary School provides support for pupils across the four broad areas of special educational need as defined in the SEND Code of Practice (2015):

- **Communication and Interaction**, for example, difficulties with speech, language and social communication
- **Cognition and Learning**, for example, where children learn at a slower pace than their peers or have specific learning difficulties such as dyslexia or dyscalculia
- **Social, Emotional and Mental Health**, for example, where children experience difficulties in managing emotions, relationships or behaviour

- **Sensory and/or Physical Needs**, for example, visual or hearing impairments, or physical disabilities which affect access to the curriculum or learning environment.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Every child's progress and attainment will be monitored through teacher observation of academic performance, social communication and wellbeing. These observations will include assessment of work and may include formal testing against national expected standards.

Progress and attainment are recorded using Swinemoor School's assessment system 'Aviate'. If, based on the evidence collected, the teacher considers a particular child is having greater than expected difficulty in accessing the National Curriculum or in sustaining expected rates of progress in a particular area, they will share their concerns with the school SENDCo – Mrs Hill.

The teacher will then invite parents to a meeting to discuss the concerns and courses of action. The SENDCo will attend these meetings where appropriate and suitable interventions will be discussed.

At this point, a child will officially be added to the school's SEND register and Individual Education Plans (IEPs) will be written to support the child in their learning. IEPs are monitored half-termly by the SENDCo and shared with parents during termly consultations with class teachers.

Should further intervention or assessment be required, the SENDCo will engage with outside agencies in order to best meet the needs of the child. Any referrals will be made jointly by the family and the school.

If a parent or carer has a particular concern about their child, they should contact the class teacher, in the first instance, via the school office. The SENDCo can also be contacted using the school email address swinemoorprimary@eastriding.gov.uk.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a)how the school evaluates the effectiveness of its provision for such pupils;

Every child's progress is monitored continually by the class teacher. This is supported by Leadership through the appraisal and monitoring system. If a child is on the SEND register, their provision and outcomes are monitored every half term and the interventions are assessed against the intended outcomes for the children.

The SENDCo reports to and liaises with the Governing Body regularly, including progress and attainment data from the whole school SEND cohort.

(b)the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Every child's progress and attainment is regularly assessed and reported by the class teacher. If a child is on the SEND register, it may be necessary to ask for external agencies to carry out assessments in addition to assessments carried out by school staff.

Progress is formally communicated in termly meetings between the teacher, the parent/carer and the child. These are in the form of extended parent-teacher consultation meetings and will coincide with these.

In addition, communication might take place between home, school and outside agencies to address issues as they arise. These communications might be face-to-face, remote meetings, emails or telephone calls. These are in addition to the meetings offered as part of the statutory timetable.

If a child has an EHCP, an annual review will take place. If major changes are evident midcycle, an interim review will take place.

(c)the school's approach to teaching pupils with special educational needs;

The ethos of the school promotes and celebrates individuals and their achievements. We have a broad and rich curriculum designed to stimulate and enthuse all children. There is a wide programme of enrichment designed to develop a range of curriculum areas beyond what is stipulated in the National Curriculum. The school aims are to develop every child, irrespective of their individual needs. This is achieved through:

- A curriculum designed to appeal to all learners, and considering the range of abilities, particular needs and interests of all;
- High-quality resources and fully differentiated tasks in every lesson;

- Early identification of additional needs or barriers to learning done through observation and assessment;
- Working with parents/carers and other agencies to monitor needs and develop provision;
- Seeking advice from appropriate professionals;
- Regular monitoring as part of the scrutiny schedule.

(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;

At Swinemoor we provide a stimulating, high-quality learning environment designed to enhance the whole curriculum and maximise opportunities for all. The learning environment is well-equipped to meet the challenges of the curriculum and the needs of every individual. This is achieved by:

- Designing a broad, rich curriculum with the needs of all learners central;
- Designing learning environments that stimulate and invite people to engage with them;
- Providing high-quality resources that meet the needs of the learners and the curriculum expectations;
- Ensuring consistency throughout the school to ensure continuity in the quality of the whole learning environment.

(e)additional support for learning that is available to pupils with special educational needs;

All teachers are teachers for children with SEND, and all teaching staff are highly skilled in differentiating a high-quality curriculum to meet the needs of every child in their class. In addition, all classes have support from teaching assistants who deliver interventions with individuals and small groups to facilitate enhanced progress and attainment. This support is allocated according to need.

Academic interventions take place during lesson time and in class wherever possible. Lunch clubs are in place to develop social skills and social communication as well as emotional literacy.

Outside agencies such as the Speech and Language Therapy Service, Mental Health Team, Behaviour Support Team and the Sensory and Physical Teaching Service liaise closely with the school and interventions in these areas might also be appropriate.

(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

We offer a range of extra-curricular sporting and musical activities that are open to all and fully supported by school staff to cater for additional needs, **and;**

(g)support that is available for improving the emotional, mental and social development of pupils with special educational needs.

Swinemoor Primary School uses the Jigsaw approach to PSHE, with all children accessing this on a weekly basis. In addition to this, lunch clubs are provided in KS1 and KS2 and run by well-qualified teaching staff. 1:1 talk time is always available to all children as a priority. EYFS, KS1 and KS2 use Chatta to develop conversation and language skills for all children. This is especially beneficial to those children who find writing challenging.

The behaviour policy details our expected standards of both social and learning behaviours.

4. **In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

SENDCo – Mrs J. Hill Designated Mental Health Lead – Mrs J. Hill

Tel: 01482 869247 email: swinemoor.primary@eastriding.gov.uk

5. **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

Swinemoor takes a proactive approach to staff development, with termly reviews and training in safeguarding. All staff engage in a full programme of internal training delivered by key staff members or other professionals. This includes but is not restricted to, training in Neurodivergent conditions such as ADHD and ASD, dyslexia, attachment, speech and language and medical training for particular relevant conditions.

The SENDCo is fully qualified and holds the National Award for SEN Coordination. (NASENCO)

6. **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

At Swinemoor Primary we are committed to ensuring the highest possible standard of education for all children. The resources provided by the school are designed to meet the needs of learners and the curriculum. Where equipment or facilities fall outside our usual field of expertise, we liaise closely with the relevant professionals to ensure we provide the specific equipment required by an individual to ensure full access to the curriculum, and to maintain their independence and dignity. Swinemoor Primary School makes reasonable adjustments in line with the Equality Act 2010 to ensure that pupils with disabilities or additional needs are not at a substantial disadvantage and can fully access all aspects of school life.

7. **The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Parents and carers of children with SEND are invited to formal progress meetings with the class teacher every term. The progress of the term will be discussed along with plans going forwards. All parents are encouraged to share information with the class teacher at the start/end of the school day and where a meeting is requested, this can be done through the school office.

The SENDCo can be contacted directly by using the main office phone line and email, and if a parent/carer or the class teacher requests it, the SENDCo can also attend meetings with the class teacher or on behalf of the class teacher in more complex cases.

All pupils with an EHCP will have an annual review. The review will be held in school and a

full range of professionals will be invited as well as the child and their family. Everyone will have their views recorded and reported as part of the annual review process.

8. **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Some children complete a one-page profile that documents their interests, strengths and needs as they see them. These are submitted as part of the annual review process and can also be used if we refer a child to an outside agency. Where the child is unable to complete their one-page profile independently, a member of staff will record their thoughts and feelings for them.

All children are encouraged to talk about their learning and think about how they can improve their standards.

9. **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Swinemoor Primary School encourages dialogue between the class teacher and parents. This should be the first point of contact for any conversation. This can be done at parent consultation evenings but we would encourage parents to contact us as soon as necessary rather than waiting for these formal meetings.

After discussion with the class teacher, a parent/carer should then contact the SENDCo to arrange a consultation to discuss the concerns raised. If the concerns remain unresolved, the parent/carer should request a meeting with the Headteacher who can be contacted via the school office.

If the concern cannot be resolved, or the concern is about the Headteacher, the parent/carer should follow the school's complaints procedure which is fully explained and accessible on the website.

Swinemoor Primary School encourages open and constructive dialogue between parents and the school. Concerns about SEND provision should normally be raised in the following order:

Step 1 – Informal discussion
Speak with your child's class teacher at the earliest opportunity to discuss any concerns.

Step 2 – Consultation with the SENDCo
If the issue is not resolved, please contact the school's SENDCo, **Mrs J. Hill**, via the school office (Tel: 01482 869247 | Email: swinemoor.primary@eastriding.gov.uk) to arrange a meeting.

Step 3 – Referral to the Headteacher
If you remain dissatisfied after discussions with the class teacher and/or SENDCo, you should request a meeting with the **Headteacher**, who will review the concern and the actions taken so far.

Step 4 – Formal complaint to the Governing Body
If the matter is still unresolved, a **formal written complaint** can be made to the **Chair of Governors** via the school office. The complaint will be acknowledged and investigated in line with the school's **Complaints Policy**.
A copy of this policy is available on the school website or, on request, from the school office.

Step 5 – External review
If, after following the school's procedure, you are still not satisfied, you may contact:

- **The Local Authority (East Riding of Yorkshire Council)** for advice and support, or
- **The Department for Education (DfE)** if you believe the school has acted unlawfully.
  You may also seek independent advice from **SENDIASS (East Riding Special Educational Needs and Disabilities Information, Advice and Support Service)** via https://eastridinglocaloffer.org.uk/

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Swinemoor Primary School works closely in partnership with a range of other agencies in order to best meet the needs of every child within the school. Consultations with these agencies are logged and reported by the Headteacher in the Headteacher's reports to the Governing Body.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

If parents wish to contact support services regarding their child, this can either be done in partnership with the school through the SENDCo or via the Local Offer website at https://eastridinglocaloffer.org.uk/.

If a particular specialist service is required, parents/carers should contact 01482 394000 and select the required option from the menu.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Transition from Nursery/Pre-school to Swinemoor

The Foundation Stage staff visit all children in their pre-school settings in the term prior to their starting school. This is an opportunity to observe the children and consult pre-school staff about

individual children. This information helps inform our planning for the whole cohort and allows us to consider amendments and resources that might be required.

Transition between classes

Children from KS1 onwards remain with their class teacher for two years. When children move class, verbal handovers will take place and information will be shared by the SENDCo as necessary. Assessments, progress and attainment data are also handed on and are available for all teachers to view on the school's assessment system 'Aviate'.

13. Information on where the local authority's local offer is published.

The local offer for the East Riding of Yorkshire can be accessed at: https://eastridinglocaloffer.org.uk/.