

## Swalwell Primary School SEND Information Report 2025-26

### About the School

Swalwell Primary School is a maintained mainstream school for children from the ages of 3 years to 11 years.

The school is an Additionally Resourced Mainstream School. We offer 10 places for children with Physical Disabilities and 8 places for Autism. These places are available for children from Nursery to Year 6.

The Special Educational Needs Co-ordinator (SENCo) is Mrs C. Wicks who can be contacted on 0191 433 4000.

### Identifying Needs

All children follow a broad balanced curriculum that is appropriate to their age and stage of development which is personalised to take into account their needs and abilities. In order to identify a child's special educational needs we use all of the information about the children's progress (for example work produced in books, progress in standardised tests, discussions with the child, teacher's formative and summative assessments) and compare it with the progress of other children in the school and against national performance information, such as National Curriculum age related expectations.

If a child is not making the progress that would be expected, their parent/carers will be involved as soon as possible. We will discuss our concerns with the parent/carers and child and get their views about:

- the child's strengths and areas of difficulty
- concerns that the parent/carers and child has
- agreed outcomes
- agree the next steps

Following discussions with parents/carers and the child and reviewing all evidence, we will then use the Gateshead SEND Thresholds to map the child's difficulties and decide where they sit on the Thresholds. Children sitting in Threshold 1 will have their needs met through quality first teaching. Children at Threshold 2 will receive a one-page profile detailing strengths, difficulties and methods of support. Children at Threshold 3 and above will receive a SEN Support Plan detailing agreed outcomes that the child will be working towards and the support, interventions or curriculum that are needed to meet these outcomes.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the child. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENCo.

### Assessment, Monitoring and Review

Each child's progress is continually monitored by their teacher, SLT and the SENCo in a number of ways, including additional educational testing completed within school. The SENCo oversees any additional

support the child may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which children need support with their academic work.

Progress is discussed regularly in staff meetings, tracked closely by SLT and is reviewed formally every term in Pupil Progress meetings. All children are assessed using the Gateshead Assessment Profile (GAP) in Reading, Writing and Maths which is shared with parent/carers through the school reporting system. As well as the GAP assessments other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and levels will also be discussed in detail, along with staff comments within the review meeting. In Early Years Birth to 5 Matters and the Early Years assessment profile are used. In Key Stage 1 and 2 if a child is working below the level of the national curriculum and are not engaged in subject-specific study, the Engagement Model will be used. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation, and identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition. Use of the Engagement Model will be the result of regular observational assessment and reflective pedagogy.

The level of support given to each child depends on their additional needs and any other factors that may improve or hinder their progress. When a child has been assessed and is not making progress against their outcomes with the help that they have been given, we can refer children to a number of different services for more specialist assessment and advice.

Depending on the children's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service, physiotherapists, occupational therapist, Emotional Wellbeing Team or Children and Young People's Service or social care teams such as SEND social workers or the Family Intervention Team. We might suggest completing a Common Assessment Framework (CAF) form in order to get a team of professionals (Team around the Family or TAF) together to work with the children and their family but this will only be done with the parent/carers agreement.

If the child does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan (EHCP). This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the child.

#### **Involving Parents/Carers and Children**

Parent/carers can contact school with any concerns about their child by telephoning, emailing, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parent/carers will be kept informed through home/school books, school reports and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual children as soon as an additional need is identified.

We hold regular parent evenings for all parents/carers. If your child has special educational needs, parents/carers and the child are involved with regular termly review meetings to discuss progress towards current outcomes and setting outcomes for the future.

Annual Reviews are held for children with EHCP's. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the child if appropriate and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Children are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported.

## Staff

There are a number of people in school who are responsible for special educational needs in school:

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that the child's needs are met but they will delegate this responsibility to the SENCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs and Disabilities Co-ordinator (SENCo) is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing
  - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school so they can help children with SEND in the school make the best possible progress.
- Supporting teachers to write SEN Support Plans that specify the children's targets.
- Ensuring that all staff working with the children in school are helped to deliver the planned work/programme so the children can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Teacher is responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet the child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting the SENCo know if necessary. This could be things like targeted work or additional support.
- Implementing and reviewing the SEN Support Plans.
- Planning for the child's next term based on their progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for children with SEND. They:

- Support children to access the curriculum.
- Support the teacher to implement the differentiated activities and specialist support strategies in the classroom or support adaptations so the children can access the same types of activities as their peers.
- Keep children focused on learning activities during lesson.
- Meet the children's' individual health needs, such as changing, feeding and medication.
- Provide physical support to allow the children to access all areas of the classroom and school.
- Help children to develop effective ways of becoming independent learners.
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based, however are able to deliver specific SEND programmes outside of the classroom. They may also provide support during social time and unstructured parts of the day.
- Pass on any concerns regarding progress/emotional and social development to the SENCo.

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

### Training

School staff are trained in specific areas where there is a current SEND. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. Training is also provided for staff when children are admitted to school with SEND that no-one in school has experience of. Coordinators of English and Maths find appropriate specialist support, training and enrol staff on courses.

Staff within school have different levels of expertise in order to support children with special educational needs:

**Awareness** – this is basic awareness of a particular type of SEND. All staff who come into contact with the children will have this level of training and it will be carried out by the SENCo, SENIT, Educational Psychologist or other specialist service.

**Enhanced** – this level of training will be carried out by staff working with the children regularly, such as class teachers, and will focus on how teaching and learning can be adapted to meet the children's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

**Specialist** – this is in-depth training about a particular type of SEND for staff who will be advising staff who support children at an enhanced level. This could be a specialist SEND teacher or a SENCo if they had appropriate qualifications.

At Swalwell Primary School, staff have had awareness training in moving and handling pupils, Multi-Sensory Impairment training, Administration of medicines training, specific medical needs for pupils (eg tracheotomy, peg feeding, physiotherapy, catheterisation), Total Communication and any other needs as related to the pupils in ARMS placements and the school as a whole.

## Transition

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- Children with Education, Health and Care Plans will have a review in the Autumn term before they move to Key Stage 3 (secondary school) to name the preferred educational provider for the next Key Stage and discuss the transition. Parents will be told by the end of February of the year that they transfer which school they will attend in September.
- Before your child moves to Swalwell Primary School, staff will visit them at their previous school. Whenever possible, we will arrange for your child to visit us to meet their new teachers and classmates. We will also speak to parent/carers of children with an EHCP before their child begins at our school as they know their child better than we ever can. We will develop a personal transition plan for your child and review staff training to ensure that the staff teaching your child have a knowledge of their needs.
- If your child is moving to another school we will contact the SENCo at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they start and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from the receiving secondary school will discuss the specific needs of your child with the SENCo of their primary school.
- Information is available for all staff from the school's computerised records so staff will be aware of your child's needs if they move class. Children with a greater level of need are identified to all staff as appropriate.

## Support

### Academic

**All children receive excellent targeted classroom teaching also known as Quality First Teaching (Universal provision).** For your child this would mean:

- That the teacher has the highest possible expectations for your child and all children in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has gap in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.
- Alternative education opportunities for learning outside of the school setting if appropriate.

All children will get this level of support but other types of support are available for children with SEND:

#### **Specific work with a small group of children (Targeted provision).**

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the SENCo thinks that they need extra support in school. The group, sometimes called Intervention groups by schools, may be:

- Run in or outside of the classroom.
- Planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to run the groups using the teacher's plan.
- Will work with specific targets to help your child make more progress. The targets will be identified in advance and need to be achieved within a specific time period, normally a term.

The progress made with the intervention is tracked and monitored closely to decide whether any additional support is needed for your child.

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#### **Specialist groups run by outside agencies (Specialist provision).**

This type of support is available for children who are not making progress through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as the SENIT, an Educational Psychologist or Behaviour Support Service.
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy, Emotional Wellbeing Team.

For your child this would mean:

- Your child will have been identified by the SENCo as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked for permission for the school to refer your child to a specialist professional eg a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class eg some individual support or changing some aspects of teaching to support them better.
  - Support to set targets which will include their specific expertise.
  - A group run by school staff under the guidance of the outside professional eg a social skills group.
  - A group or individual work with outside professional.
- The school may give your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

### Individual support

This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is carried out by the LA, which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

### Emotional and Social

As well as providing academic support, school can also provide emotional and social support for children. This can include:

- Social skills/nurture group interventions - provided by both internal staff and external agencies.
- School Family Support Worker.
- Emotional Literacy Support Assistant
- Self-esteem interventions - ranging for the use of sport/music/drama to speech and language interventions.
- Anti-bullying policies and taught within PSHE curriculum.
- Provision provided before and after school for vulnerable children.

### Accessibility

#### In School



The school is fully accessible to children with physical difficulties and SEND.

The following facilities are available for children and their parents/carers:

- Disabled parking bays
- Ramped access to building
- Automatic doors throughout school (push button)
- Accessible and adapted toilets
- Accessible break areas
- Accessible dining area
- A private room for administration of medication
- Two sensory rooms
- Two hygiene rooms
- Life skills room

A risk assessment will be carried out and personal emergency evacuation plan will be drawn up for all children with physical difficulties. All staff working with the children will be made aware of the plan.

We have an Accessibility Policy which is available at [www.swalwellprimary.org](http://www.swalwellprimary.org)

#### Outside of School

The school has a number of after school clubs that change on a termly basis. All of the clubs are accessible to children with SEND and additional support is provided within these clubs if required. An After School Club timetable is available every term and parents can sign up on a first come first served basis.

Children take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the children.

#### **Complaints**

Parent/carers should contact the SENCo with any complaints about the provision that the child is receiving at school. If the complaint is not resolved, the school has a complaints policy on the school website [www.swalwellprimary.org](http://www.swalwellprimary.org)

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 478 4667, email [daiss@barnardos.org.uk](mailto:daiss@barnardos.org.uk)). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an EHCP.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at [www.gateshead.gov.uk/localoffer](http://www.gateshead.gov.uk/localoffer).



