



# New Swannington Primary School

## Special Educational Needs and Disabilities (SEND)

### Information Report for Parents

2025-2026

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## What are Special Educational Needs ?

“A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.” (Children & Families Act, 2014).

Special Educational Needs and Disabilities (SEND) can affect a pupil socially, emotionally, academically and physically. At New Swannington Primary School we provide SEND support for children with needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

Children’s SEND can be classified into core, additional and high needs, meaning that some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have an Education Health and Care Plans (EHCP) require a high level of support.

## What are our aims for children with SEND?

Our aims for children with SEND are the same as our aims for all children at New Swannington. We have high ambitions for all of our children. Every member of our school community is valued, respected and made to feel welcome.

It is our aim that:

- All children have an equal right to a rich and varied curriculum.
- All children receive the best provision to ensure they reach their full potential.

We are an inclusive school and endeavor to enable participation through all reasonable adjustments. Children with SEND receive an education that is adapted and / or ‘additional to and different from’ that provided within the curriculum of their peers, tailor made to suit their learning style and needs.

## How do we involve parents, carers and families ?

Partnership plays a key role in enabling children with SEND to achieve their potential.

New Swannington Primary School believes that a close working relationship with parents and carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set, supported and met effectively.

We offer an open-door policy where parents and carers are welcome at any time to make an appointment to meet with either the class teacher or the SENDCo to discuss how their child is getting on. Please book an appointment via the school office.

If a child is on the school SEN Record they will have an Individual Learning Plan which outlines their strengths and areas of need. Parents and children are involved in the writing of Learning Plans and the setting of SMART targets (Specific, Measurable, Achievable, Relevant and time based) which are reviewed regularly.

All information from outside professionals is communicated with parents directly, or where this is not possible, in a report. The SENDCo may also signpost parents of children with SEND to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a child has additional learning needs the parents and the child will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up regarding provision.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and children throughout the academic year. This is done in the form of an annual parent and child questionnaire, discussion and at termly parent meetings.



## How do we involve children ?

“Pupil voice” is important in increasing children’s engagement, improving relationships and developing our school as a learning community.

We encourage all children to participate in decisions about our school community by putting themselves forward for roles such as School Council Representatives, Sports Leaders, Librarians etc. We encourage all children to contribute their views about their needs and the support they receive.

Children are asked to contribute to their Individual Learning Plan and the SMART targets set. Those children who have an EHC plan are asked to contribute at annual reviews either in person or where they are unable to do so through a written report completed at school and at home through a medium with which they are comfortable, e.g., discussion, interview, feelings book with the help of a trusted adult.



## What is our approach to teaching all children?

At New Swannington Primary School, we understand that children learn and develop in different ways and have different strengths and areas for development– we know that every child is unique.

Teachers recognise this and use a range of teaching styles and resources to plan learning within the classroom. However, many children, at some point in their school life need extra help.

**‘Every Teacher at New Swannington Primary School is a Teacher of SEND’.**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school’s Head teacher, the SENDCo and all other members of staff, particularly class teachers and learning support assistants who have important day-to-day responsibilities.

## How do we identify and support children with SEND?

We adopt a graduated approach in identifying and supporting children who have or may have SEND.

**1. Quality First Teaching:** ‘The baseline of learning for all pupils’- Class teacher input via excellent targeted classroom teaching.

This means:

- The teacher has the highest possible expectations for your child and all children in their class.
- All teaching is based on building on what children already know, can do and can understand.
- Different ways of teaching are in place so that children are fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support children to learn. The teacher will have carefully checked on progress, identified gaps in understanding/learning and the support to help make the best possible progress.

**2. Early identification:** Parents, teachers, school staff or health professionals may raise concerns about a child who is not making sufficient progress or falling significantly outside the expected range of achievement (socially, physically, emotionally or academically).

This means:

- Once concern is raised the class teacher and SENDCo will monitor closely assessing the strategies in place.
- Assessments may be carried out to identify the area of learning in which the child may have special educational needs.

The aim of identifying a child with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning.

Where it is determined that a child does have SEND, there will be a formal discussion with parents before the child is included on the School SEND Record.

3. **SEN Support** : Support for children with specific barriers to learning that cannot be overcome through Quality First Teaching.

This means:

- Children will have been identified as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Parents/carers may be asked to give permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents/carers better understand the child's needs and ways in which to support them in school and home.

4. **Specified Individual support for your child in school provided via an Education, Health and Care Plan (EHCP)**: This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who may need extra hours of support in school.

This means:

- A child who has an EHCP



### What is an EHCP?

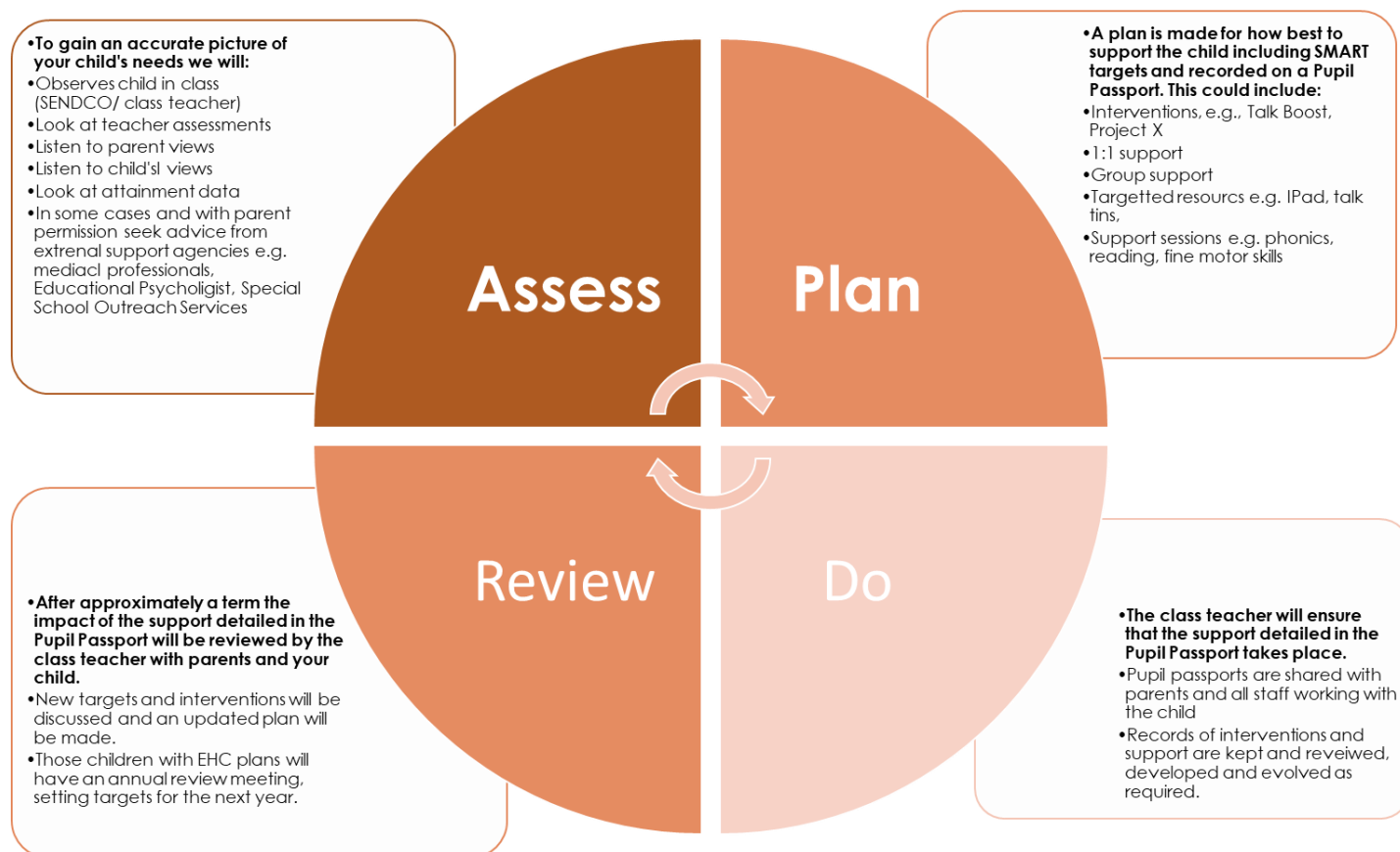
Parents/carers or the school with parent/carer support can request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process. It involves gathering information from the child, parents/carers, teachers and other professionals identifying the areas of difficulty and what support might be needed. After the school have sent in the request to the Local Authority, they will decide whether they think the child's needs are severe and complex enough to warrant an assessment and issue an EHCP. If the Local Authority do not think a child needs this, they will ask the school to continue with 'SEND Support'. If an EHC Plan is issued it will outline the support a child will receive from the LA and how this should be used. EHCP's include long and short term targets for the child.

If you feel your child needs an EHCP assessment please speak to us.

Parents can apply for an assessment themselves but we advise you to consult with school so that we can adhere to the timelines required.

## How do we assess and review progress?

At New Swannington we use the graduated approach detailed in the Special Educational Needs and Disability Code of Practice 2015. This is a four part process; “assess, plan, do and review”.



## What is an Annual Review?

In addition to the termly Learning Plan review the progress of children who have an EHCP is formally reviewed at an Annual Review with all of those involved in the child's education. Detailed reports are requested from all those working with the child and outside agencies who advise on support, e.g., health professionals. These reports along with an agenda are circulated to all those who intend to attend the Annual Review prior to the review meeting as well as to the LEA SEND department. When appropriate the child accompanies their parents to the review and are able to participate. Where this is not appropriate (because of e.g., age or anxiety) their voice is included via questionnaires etc. At the review all reports are shared, participants offer contributions and the EHCP is updated. The extent to which targets have been achieved is discussed and new targets are set. All information from the review are sent to the LEA who will then issue a new EHCP.

## How do we support children transferring to and from New Swannington?

We understand that transitions can be particularly difficult for children with SEND and take steps to ensure that any transfer within, from or to a different educational setting is as smooth as possible.

Open Mornings and Evenings for prospective parents take place throughout the year at New Swannington and are a great way to meet the staff, see the school and ask any questions; these can be booked via our school office. Once places have been allocated by the Local Education Authority the induction process for **children joining New Swannington in EYFS** begins. Children's records are passed on from all pre-school providers and where possible the EYFS teacher speaks to the key workers to support a smooth transition. If a child has already been identified as having special educational needs, the SENDCo will meet with the pre-school setting to talk about the child's needs and support. The SENDCo and/or EYFS teacher will also visit children with SEND in their pre-school setting to meet them and their key worker. New EYFS children have visits to our school in the summer term where they will get to meet the teachers and other children who will be starting the school with them and explore the new school environment.

If a child is **moving to another primary school** we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made and ensure that all records are passed on as soon as possible.

When children **move from year group to year group in school** all SEND information is passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment.



When children in Year 6 move to secondary provision children complete focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school. Where possible children visit their new school on several occasions prior to starting. Many secondary schools hold open evenings for parents to attend in order to support decision making about which school is the right choice for their child.

If a child has already been identified as having special educational needs, the SENDCo at our school meets with the secondary school SENDCo during the final term of Year 6 and passes on details of the children's SEND needs and how they have been supported at New Swannington. Individual Learning Plans, reports and information from any outside agencies that have been involved are also passed on. The receiving secondary school will then have all the relevant information needed to put support in place as soon as children join them in Year 7.

If a child has an EHCP a transition meeting, similar to an annual review is held in the first half of the Autumn Term in Year 6 and where possible the SENDCo of preferred secondary schools asked to attend. .



## How do we adapt the curriculum and learning environment for children with special educational needs?

At New Swannington Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioral needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

The curriculum and learning environment is adapted to remove barriers and enable participation for all. This may include different levels of adult support, visual aids, lesson adaptations and small steps success criteria. Where specialist advice is given, it is followed and incorporated into the school day either within the classroom or in small group or one-to-one.



**Class Teachers are responsible for planning the teaching and learning for all children in their class.** When it is decided to provide a pupil with SEND support, planning will involve consultation between the teacher, SENDCo and parents to agree the reasonable adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Specially trained support staff can adapt the teachers planning to support the needs of children when necessary.

## What other activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

We make sure that activities outside the classroom, and school trips are accessible to all children including those with SEND.

Risk assessments are carried out for school trips and a suitable number of adults are made available to accompany the children, with 1:1 support if necessary.

After school clubs are available to all children. Vulnerable children are given priority and adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits are conducted as and when appropriate.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all children to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.



## How do we support the emotional and social development of children with special educational needs?

Supporting children in their emotional and social well-being is an integral part of the curriculum for all children at New Swannington We have a caring, understanding team who look after all of our children. Our school aims, rules, characteristics and PSHCE curriculum focus on mental health, well being, social skills, relationships and emotions. There are 4 trained Mental Health First Aiders in school.

Our Family Support Workers, Emotional Literacy Support Assistant, Class teachers and some Learning Support Assistants are trained to support and deliver a range of programmes including: Social Skills programs (including sessions which enhance self-esteem, keeping calm and anger management); Talk Boost; Lego Therapy ; Seasons etc.

## How do the school support children with medical conditions?

Our Medical Needs Policy and Intimate Care Policy outline the level of care and support provided at our school in detail. These can be accessed at:

<https://www.newswanningtonprimary.org.uk>

Where needed Individual Health Care Plans are completed in cooperation with the pupil, parents and medical professionals.

## Which other services do you work with to support children with SEND?

We work closely with external agencies to ensure children receive the support they need. The SENDCo is the designated person responsible for liaising with the following services:

- Leicestershire Special Educational Needs Service
- Leicestershire Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Specialist Outreach Services e.g., Autism Outreach, Specialist Teaching Service, Early Years Inclusion Team
- Occupational Therapy, Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service (CAHMS)
- Education Service for Blind & Partially Sighted Pupils

The Head teacher is the Designated Safeguarding Lead. She works closely with Social Services, Family Support Workers and other agencies as necessary.

## What expertise and training do staff have in relation to children with SEND?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Family of Schools SEN meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. An important aspect of the SENDCo's role is to support staff training.



All teachers at New Swannington hold qualified teacher status.

Our SENDCo has an Advanced Diploma in Special Educational Needs and holds the SENDCo award.

All teachers and LSA's have received training to support children with SEND in a wide range of interventions to support children of all needs. All staff have attended Making Sense of Autism Training. Staff development needs is continually reviewed and addressed to meet the needs of our children.



## Which other school policies and reports might be helpful?

### Special Educational Needs and Disabilities Policy

**Accessibility Plan** shows how we plan to improve accessibility for special educational needs and disabilities.

### Behaviour Policy

### Equality information and objectives

### First Aid Policy

### Intimate Care Policy

### Medical Conditions Policy

### Safeguarding Child Protection Policy



Policies can be accessed on the school website at: [https://www.newswanningtonprimary.org.uk /](https://www.newswanningtonprimary.org.uk/)

## How do we respond to concerns and worries?

If a parent is concerned about anything to do with the education that we provide at New Swannington, they should, in the first instance, speak to the child's class teacher. Most matters can be dealt with in this way. All teachers work hard to ensure that all of the children are happy at school and are making progress; they always want to know if there is a problem, so that they can take action.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a serious nature, they should make an appointment to discuss it with the Head teacher. If the matter cannot be resolved those concerned should contact the Chair of Governors, Andrea Cave. The school's complaint policy can be accessed at: <https://www.newswanningtonprimary.org.uk>

### Useful school contact details

Chair of Governors: Mrs Andrea Cave

SEND Governor: Mrs Andrea Cave

Head teacher: Mrs Judy Ramsell

Deputy Head teacher: Mrs Karen Palumbo

Special Educational Needs Coordinator (SENDCo): Mrs Emma Mitchell

[emitchell@new-swann.leics.sch.uk](mailto:emitchell@new-swann.leics.sch.uk)

All of the above can be contacted at:

Address: New Swannington Primary School, Church Lane, Whitwick, Leicestershire,

LE67 5DQ

Telephone: 01530 832656

Email: [office@new-swann.leics.sch.uk](mailto:office@new-swann.leics.sch.uk)

Website: [www.newswanningtonprimary.org.uk](http://www.newswanningtonprimary.org.uk)

### Additional useful contacts

#### **The Local Authority (LEA) Special Educational Needs Assessment Service (SENA)**

Telephone: 01163056600

- Monday: 2pm to 4.30pm
- Wednesday: 12pm to 2.30pm
- Thursday: 9am to 11.30am

Email: [senaservice@leics.gov.uk](mailto:senaservice@leics.gov.uk)

You can complete a contact form for SENA or book an on line appointment at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/contact-the-sena-service>

#### **SEND Information Advice and Support Service (SENDIASS Leicestershire)**

Telephone: 01163055614

Email: [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)

Website: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/independent-advice-for-special-educational-needs-and-disability-send>

**Specialist Teaching Services Tel: 0116 3059400**

**Autism Outreach Service Tel: 0116 3059400**

**Hearing Support Service Tel: 0116 3059400**

**Vision Support Service Tel: 0116 3059400**

**Leicestershire Autistic Society Tel: 0016 291 6958**

### Leicestershire County Council's Local Offer

This can be found by visiting LC's website and clicking on the Local Offer link <https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/leicestershires-send-local-offer>

Special Educational Needs and Disability Information 2025-2026  
(Regulation 3, 2014)

School/College Name:	New Swannington Primary School
Address:	Church Lane Whitwick Leicestershire LE67 5DQ
Telephone Number:	01530 832656
Name of Head teacher/ Principal:	Judy Ramsell
Head teacher/Principal's con- tact details:	<a href="mailto:office@new-swann.leics.sch.uk">office@new-swann.leics.sch.uk</a>  01530 832656
Website address:	<a href="http://www.newswanningtonprimary.org.uk/">http://www.newswanningtonprimary.org.uk/</a>
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4-11
Date of Last Inspection:	July 2024
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes                      **No X**

Total number of students with special educational needs at college/setting :	36
Total number of students receiving additional learning support:	36