



# SEND Information Report 2025-2026

## **Types of Special Educational Needs and Disabilities Supported at Swanage Primary School**

Swanage Primary School is a one-form entry, mainstream setting which admits children from age 2 in our Cygnets pre-school and from Reception to Year 6 in our primary school provision.

At Swanage Primary School, we have high aspirations for all children and provide the structure for a pupil-centred process that engages pupils, families, school and other professionals in planning for and implementing high quality, needs-led provision. This is to ensure all of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

Through appropriate and effective provision, we respect the fact that children:

- have different educational, social, emotional and physical needs.
- need different approaches to learning.
- learn in different ways and progress at different rates.

We provide support across the four areas of need, as laid out in the SEN Code of Practice 2014:

**Cognition and learning:** This covers learning difficulties both moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD) This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Communication and Interaction:** This includes children with autism or speech difficulties.

**Social, emotional and mental health:** This includes children with behaviours associated with ADHD but, at times, many children may suffer from anxiety, overwhelming feelings of anger or fear which affect their ability to learn.

**Sensory and/or physical needs:** This covers Hearing Impairment (HI), Visual Impairment (VI) Multi-Sensory Impairment (MSI) and Physical difficulties (PD).



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## **How do we identify and assess Pupils with SEND?**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made which is additional to or different from that ordinarily available in an inclusive classroom with an adapted curriculum.

We regard pupils as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

We follow a graduated approach to assessing, identifying and providing for pupils with SEND. We identify and assess children in the following ways:

- We use information passed to us from a previous nursery, pre-school, former school/setting, professionals or parents.
- On entry, we use baseline testing for core skills such as phonics, reading, writing and numeracy. Assessing other personal developmental areas for EYFS children enables us to identify each child's ability in different areas so that we are able to monitor and track progress carefully.
- Reading and spelling ages are carefully tracked throughout the school.
- Specific assessment tools, for example, Dyslexia and Dyscalculia screeners, are also used to identify specific areas of concern with literacy and maths development.
- Core data is tracked each term by class teachers using NFER assessments and Insight to identify and address any gaps or barriers.
- The class teacher and any other adult working with your child will observe and give feedback to the SENDCo.
- Statutory test results are analysed carefully to track progress between the EYFS baseline (Year R), Phonics Screening Test (Year 1), KS1 (Year 2) and KS2 tests (Year 6). We also use the Multiplication Tables check for Year 4.
- Use assessments, reports and reviews from external agencies such as Education Psychologist, SENSS, Speech and Language, Behaviour Support.



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## **Provision – Teaching & Learning**

All children at Swanage Primary School are provided with Quality First Teaching (QFT) that forms part of our Ordinarily Available Provision (OAP) in every classroom, for every child – regardless of need. Class teachers plan lessons and topics according to the class curriculum map, taking into consideration specific needs of all children in the class - ensuring that all needs are met and all children have access to the curriculum. All lessons offer challenge and support necessary for each child to learn and progress.

Specific resources and targeted interventions will be implemented by class teachers for those children who are identified as needing additional support to make good progress and reach their potential. Details of OAP and targeted support which is available to all children if they should need it - not just those on our SEND register - can be found [here on our website](#).

If, despite specific ordinarily available provision (OAP) and targeted interventions, a child is making significantly slower progress than that of their peers or if a child fails to match their previous rate of progress, they will be placed on the SEND register. This will follow discussions with parents/carers and appropriate school staff.

If your child is placed on the SEND register, the class teacher and SENDCo will work with you to decide how we can best support your child. Here are a range of ways in which we adapt the curriculum to meet children's needs:

- All our teachers have up to date training and deliver high quality and inclusive teaching
- The lessons will be differentiated to meet your child's needs through a variety of different scaffolds to ensure that all children meet the learning objectives intended
- Through regular personalised support delivered in the form of individual or small group work
- Various equipment and resources are used, or example pencil grips, coloured reading overlays, sensory aids, screen sharing equipment
- The class teacher oversees and is responsible for plans and works with each child with SEND in their class to ensure that good progress is made
- We use the CLP curriculum access scaffolds for children with SEND to support our planning
- We create a 'Ways in for SEND' document that evolves through the year, developing ways that all children can access the curriculum
- We use pre-teaching to expose children prior to the lesson to encourage 'keep up' methods.
- We use a variety of interventions which support children in key areas of learning (Literacy and maths)

Children are involved in their own learning:



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- We encourage and support all children to explore their own preferred learning style
- We encourage all children to participate in all learning opportunities and children are encouraged to share their views
- We make sure that all children are helped to identify their own strengths and abilities
- We encourage children to be as independent as possible

## **Stages of Support for Children on the SEND Register**

As a School, we follow the statutory National Curriculum (2014). Work is adapted accordingly within class and additional support is provided, if necessary, to enable your child with additional needs to access all aspects of the curriculum. Some pupils also require the structure of their day to be personalised to meet their sensory and/or social and emotional needs to ensure they can access the curriculum and maximise their full learning potential. At Swanage Primary School we are able to create a personal/ visual timetable for your child if this is needed.

### **We plan our support (Provision Map) in ‘Waves’ 1 – 4:**

#### **1. Quality First Teaching (QFT) and Monitoring**

As outlined above, your child will first and foremost be taught in class carrying out activities planned by his/her teacher to give support. Interventions are arranged, delivered and monitored by the class teacher and/or teaching assistant. Progress made by Wave 1 pupils is monitored by the class teacher, SENDCo and/or nominated teaching assistant each term to identify if progress plateaus or dips and if any additional support may be needed. Lexia provision may be accessed by these children.

#### **2. SEND Support – Early Intervention**

If, despite specific ordinarily available provision (OAP) and targeted interventions, a child is making significantly slower progress than that of their peers or if a child fails to match their previous rate of progress, they will be placed on the SEND register. They will have a termly ISP (individual support plan) and will receive support over and above the support offered through OAP and targeted interventions. Additional support is provided by the class-teacher or a trained teaching assistant through targeted, in-class small group support or evidence-based interventions. This provision is overseen by the SENDCo.

#### **3. SEND Support – Higher Needs**

As above, but with additional, targeted or specialised interventions as required for the individual child’s needs. This may involve access to external or highly trained professionals e.g. the SENDCo, or Speech and Language Therapists (SALT), or further specialist resources/devices being provided; for example, for children with visual or auditory needs. These pupils are more likely to then require an EHC needs assessment.

#### **4. EHCP (Educational Health Care Plan)**



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Your child will have further assessments by external professionals, such as Specialist Teachers for the Locality and/or the Educational Psychologist and may be given access to a more personalised curriculum to support his/her needs if required, depending on the actions identified in the EHCP. An Annual Review is held to look at provision, progress and needs and to amend the EHCP where necessary. Your child will be asked to contribute his/her views at the Annual Review to make the plan personal and fitting for your child.

## **Provision – Funding and Types of Support**

We use our SEND budget in a number of ways to enhance the teaching and learning provided for all pupils, including those identified on the SEND register. This includes funding a number of experienced staff, including those with specialist skills and knowledge, as well as funding evidence-based interventions to support both children's learning and emotional health. Examples include, but are not limited to:

- ELSA- Emotional Literacy Support Assistant sessions
- Designated Mental Health Leader – drop-ins
- Mosaic – counselling bereavement service (external provider) 4 Reviewed November 2024
- Individual 'meet and greet' sessions
- Speech and Language interventions run by either teachers/TAs and/or external professionals
- Social Stories and Social Speaking games and activities
- Visual Timetables
- Learn to Move - sessions with a small group of pupils to help develop both gross and fine motor skills, spatial awareness, balance and coordination, visual tracking and perceptual skills
- Phonic, spelling and reading booster sessions e.g. Words First, Lexia, Cracking Comprehension and additional small reading groups
- Numeracy interventions - First Class at Number (KS1) and Success at Arithmetic (KS2) • Small class sizes for all children in EYFS, KS1 and KS2 children with higher adult-pupil ratios
- Individual workspaces/stations and 'safe areas'
- Individual Risk Assessments for daily activities and trips and modifying activities accordingly to ensure participation on residential and for other enrichment opportunities etc.
- Additional Support e.g. for structured playtimes,
- Small group Yoga with qualified Yoga teacher

We also have a school dog called Maui who is a qualified therapy dog who is trained to enhance and support children's learning and social, emotional and mental health.



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## **Provision – Monitoring Impact and Feedback**

For all children, we use Insight to monitor and track progress in the core subjects which is updated at termly tracking points throughout the academic year. This, along with meaningful and purposeful marking of each child's work, ensures that we are able to provide parents with up-to-date information regarding a child's progress. For some pupils we may also use 'Small Steps' assessments to break down larger assessment statements into smaller steps in order to show progress. Teachers record these small steps and use them to build a bigger picture of pupils' learning and achievements. The SENDCo regularly checks on the impact of Individual Support Plans (ISP) and targeted interventions for pupils on the SEND register on a half-termly and termly basis. The progress of children with SEND is discussed in regular meetings between Class Teachers, supporting Teaching Assistants and the Senior Leadership Team. Actions and next steps are then planned for accordingly.

Parent consultation events will keep you up to date with your child's progress in each subject. Class teachers will arrange SEND progress reviews with you three times a year to discuss and review your child's targets and provision. Your child should also be invited to be involved in reviewing and setting SMART targets. For these meetings, we use the 'assess, plan, do, review' model, which is reflected in our Individual Support Plans.

## **Parental Partnerships**

In addition, the SENDCo also offers drop-in sessions to discuss the provision in place for your child, by appointment only. If outside agencies are involved in assessing your child, the SENDCo will arrange a meeting to discuss the process. Outside agencies can also call a TAC (Team Around the Child) or TAF (Team Around the Family) meeting if felt necessary. There may be opportunities for you and your child to be provided with more targeted support from external professionals, too, if your child has particular identified needs that require specialist support, e.g. from our Locality Team.

## **Provision – Engaging in Activities with Others**

All children are encouraged to attend events and trips, as well as activities in and out of school to develop self-confidence and widen skills whilst interacting with peers. In addition to the activities available as part of the school's curriculum, there are a number of extra-curricular opportunities for all children, including those with SEND:



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- Extra-curricular clubs e.g. football, multi-skills and choir
- Breakfast Club (by invitation only)
- After-school (run by Explorers childcare group)
- Residential trips and educational visits
- Visitors to school e.g. to support topics/to enrich our curriculum
- Peripatetic music lessons

If you feel that your child would like to take part in extra-curricular activities or you would like to find out more, then please speak to staff in the School Office.

## **Social, Emotional Development and Support**

We ensure that all children are supported socially and pastorally by staff, who know the children well.

- The Jigsaw PSHE programme is delivered as part of the curriculum across the school. It provides a framework and ideas for developing social and emotional skills across subjects and outside the classroom.
- RE enables further times for reflection and discussion about a range of issues locally, nationally and globally.
- We promote and celebrate our 'Ready, Respect, Safe' values.
  - Our school dog, Maui is fully qualified to support children with their Social, Emotional and Mental Health needs (SEMH).
- We have a fully trained Emotional Literacy Support Assistant (ELSA), who works closely with children who need additional support.

The ELSA supports identified children on a 1-1 basis, sharing strategies with class teachers and TAs under the guidance of the Designated Safeguarding Lead (Headteacher) and the Designated Mental Health Champion (SENDCo) according to specific needs.

- Team Around the Family (TAF) and Team Around the Child (TAC) meetings are organised, when necessary, by the Designated Safeguarding Lead and/or the SENDCo, which may involve drawing on further support from Early Help, Social Services or the School Nursing Team.
- Mosaic counsellors are fully trained external professionals who provide support for bereaved pupils.

## **Pupil Voice**



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We use a person-centred approach here at Swanage Primary School. We believe it is crucial that children on the SEND register take part in the target-setting process, as well as involvement in evaluation and reflections about progress made and next steps.

Other ways the children are involved are:

- School Council meetings
- Annual Reviews of EHCPs
- Personal Interviews
- Pupil Questionnaires
- Personal Education Plans (PEPs) for Children in Care (CiC)
- Interview process for new staff members

## **Key Personnel**

### **Senior Leadership Team**

Head ~Teacher – Mr Adam Burt

Deputy Head Teacher – Ms Hannah Etherington

Special Educational Needs Co-ordinator (SENDCo) - Mrs Rachel Rawlings

### **Other Key Personnel**

Emotional Literacy Support Assistant (ELSA) – Claire Strong

The person responsible for developing Individual Healthcare Plans (IHPs) for pupils with SEND is Mr Adam Burt in liaison with the school SENDCo, first aiders/paediatric first aiders and relevant medical professionals.

SEND Governor - Mrs Louise Tumilty-Savage

Designated Safeguarding Lead (Level 3) - Ms Hannah Etherington

Deputy Designated Safeguarding Lead - Mr Adam Burt

Designated Teacher for Looked after and Post-adopted Pupils - Mr Adam Burt, Headteacher.

The Governor with specific responsibility to oversee Child Protection policies and procedures, including for Children in Care (CiC) - Linda Skinner



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## **Staff – Expertise and Training**

Teaching and support staff take part in regular training, after the SENDCo has sought advice in relation to children and young people with SEND. Examples include, but are not limited to:

- Behaviour Support Services
- ASD Behaviour training
- ADHD and Attachment awareness training
- Medical training for specific medical needs/procedures
- Whole staff training on specific SEND issues as required
- Specialist expertise engaged from external services – Dorset County Specialist Teachers
- Visual and Hearing Support Services
- Speech and Language Support Services
- Educational Psychologist supervision sessions for ELSAs • Mosaic Bereavement trainings sessions
- Coastal Learning Partnership TA training e.g. Precision Teaching
- The Virtual School training for Designated Teachers
- Aspire Adoption events
- GOSH training packages to support children with specific medical needs
- TADDS outreach service to support provision for specific children

The whole staff team have received training in Relational Practise.



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The SENDCo stays up to date with new developments across relevant legislation, statutory and non-statutory guidance and evidence-based best practice. This is shared with staff regularly through in-house training on areas such as the Graduated Response, SMART targets, Ordinarily Available Provision, Evidence-based approaches to reduce barriers to learning, Provision Mapping and Individual Support Plans.

## **Specialist Equipment and Facilities**

Where necessary, equipment and resources for children with SEND are purchased, following advice from specialists. This happens through discussions with the specialists, parents and teachers.

Examples include:

- Specific computer programmes and devices
- Books and games
- Writing slope
- Wobble cushions
- Sensory equipment

Our school's Accessibility Plan and Equality Action Planning (available on the website) outline adaptations already made to the building to meet particular needs as they have arisen. Our school building contains disabled toilet facilities for staff, children and visitors, as well as ramps in the playground for wheel-chair access.

Please contact the School Office or your child's class teacher in the first instance should you wish to discuss a specific need for your child, so we are able to look into ways to cater for her/him accordingly.

We also follow Dorset Council's ICT Specialist Equipment Policy.

## **Medical Needs**



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If your child has specific medical needs, a suitable adult will undertake specialised training for his/her needs and an 'Individual Healthcare Plan' will be devised with the SENDCo, First Aider(s) and medical professionals involved with your child. Please refer to the 'Supporting Children with Medical Needs Policy' and 'Intimate Care Policy' on our website. We have a number of staff members who are First Aid trained in school as detailed above.

## **Monitoring SEND Provision**

Class teachers are responsible for planning, monitoring and adapting the provision for the children in their class, including those with SEND. The SENDCo is responsible for over-seeing the organisation and delivery of effective SEND provision for identified children in the school in close liaison with teachers, teaching assistants and parents. The Governing Body is responsible for monitoring the overall effectiveness of the provision in place for pupils identified with SEND at whole school level so that they can evaluate the effectiveness of the whole School strategy and interventions in place.

If, as a parent/carer, you wish to discuss, or make a complaint about, the SEND provision for your child, firstly, talk to the class teacher about your concern as soon as possible. If you have further or continued concerns, contact the Headteacher/SENDCo, who will address any issues raised by you and liaise with staff and parents appropriately. If you believe that the issue has still not been resolved, please refer to the 'Complaints Policy' on our website.

## **Admissions**

All admissions for all children are dealt with by Dorset Council admissions team. If the child has an EHCP (Education Health Care Plan) then parents are able to select their school of choice. The school will be contacted to discuss the type of provision required as stated in their EHCP and a decision will be made as to whether our school can meet the child's needs.

## **Arrangements for Supporting Pupils with SEND when moving between Schools**

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

### **If your child is joining our School:**

- We encourage parents and children to visit the school and meet staff who will be working with them to discuss your child's needs.
- An appropriate member of staff will show the child and parents around school and/or be available to answer any questions.

### **If your child is moving to another school:**

- We will contact/be contacted by the school's SENDCo to ensure information is passed on in a timely manner.
- We will pass on all records about your child as soon as possible.



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## **When moving classes in School:**

- Information will be passed on to the new class teacher promptly.
- Your child will have transition visits to meet the class teacher/TA and become familiar with their new classroom. Additional visits will be provided for those children identified as needing extra support with transition.
- Handover meetings are held between staff to share strategies of support to ensure continuity of provision.

## **Pre-School Transition:**

- We have regular visits arranged to our Reception Class, especially post-Easter prior to children starting school in September.
- Children attending Cygnets Pre-School are already familiar with the school setting, enabling a confident start to 'big school'.
- Our EYFS Leaders/teachers also visits pre-school settings and home visits are arranged wherever possible.

## **Secondary Transition:**

- The class teacher and pastoral team will take timetabled sessions with the children so they may talk about/share any concerns or positive things they may have about the transfer.
- The transition process starts after Easter in readiness for the move in September. Visits will be arranged with the new school's SENDCo, and a suitable adult will accompany your child.
- We have good working relationships with all the local secondary schools and will ensure, whichever school your child is joining, that the transition process is carefully planned.
- During your child's time at Swanage Primary School there will be opportunities to access the local senior schools through sports meetings, activity days, school fayres and open evenings – all of which help familiarise your child with the chosen setting.
- To help your child in readiness for the move and onward journey, preparing for teenage years into adulthood, he/she is encouraged to be as independent as possible whilst in our school. This includes careers talks and guidance as part of our extended PSHE programme.

We aim to support children to become adaptable learners and healthy, resilient, caring citizens.

## **Parent Support Services**

These are some of the support services available for parents of pupils with SEND:



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Dorset Parent/Carer Council: <http://www.dorsetparentcarercouncil.co.uk/>

Dorset SENDIASS: <https://www.dorsetsendiass.co.uk/>

Dorset's Local Offer: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

Dorset Council Support for Families: <https://www.dorsetcouncil.gov.uk/children-families/family-hub/support-for-families>

Dorset Virtual School for children who are in care/ Looked After:  
<https://www.dorsetcouncil.gov.uk/children-families/childrens-socialcare/children-in-care/dorset-virtual-school>

## **SEND-related Policies**

We have a whole range of SEND-related policies, and these can be found on the school's website:  
<https://www.swanageprimary.dorset.sch.uk/page/?title=Policies+and+Equalities&pid=33>

Should you have any specific needs, please contact the school office for modified versions of these documents e.g. large print.

## **Local Authority Information**

This SEND Information Report outlines our offer of support for pupils with SEND. This also forms part of Dorset's Local Offer, which can be found here: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>