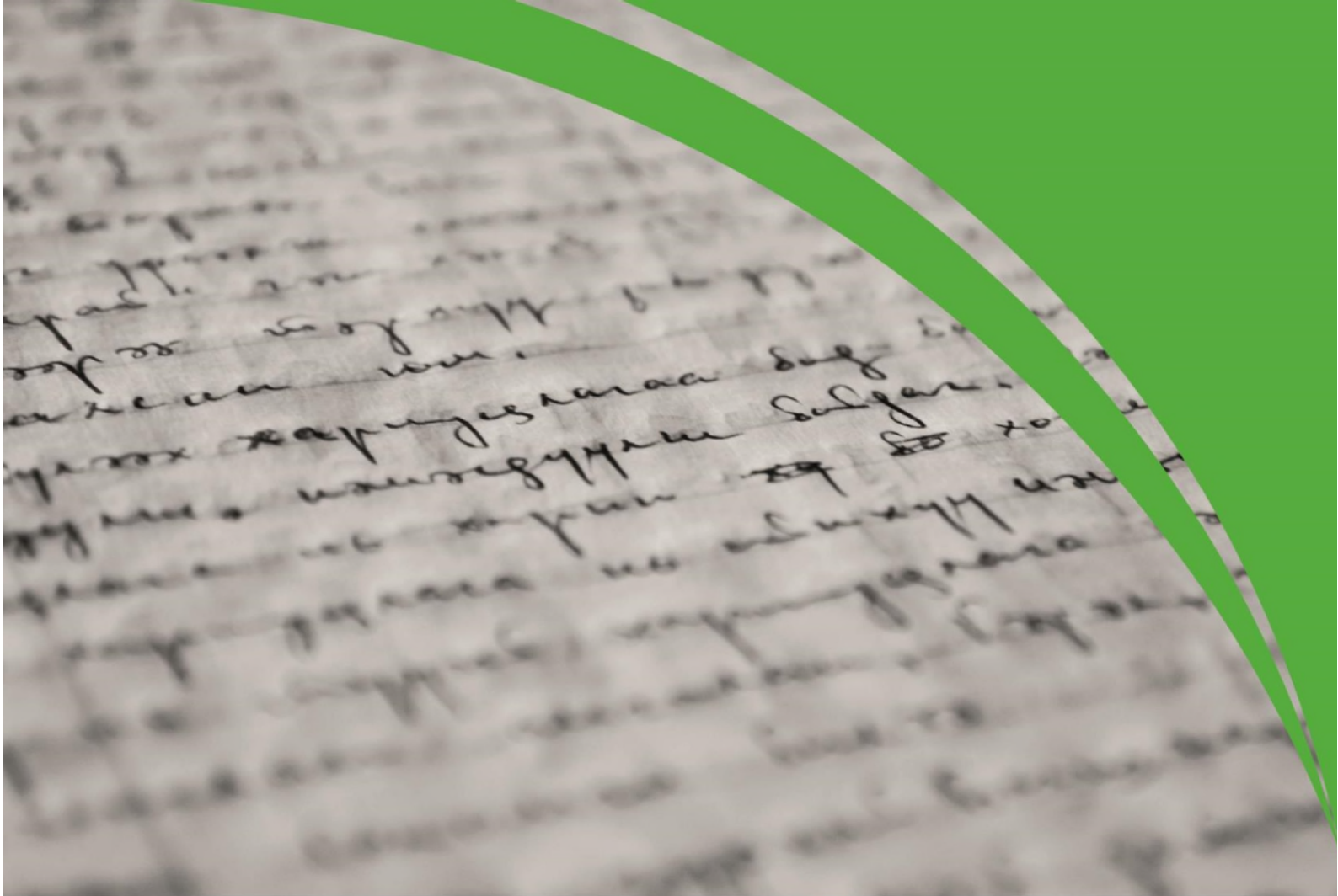




Special Education Needs (SEN) Information Report

Key Document Details

School Name: Rodbourne Cheney Primary

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Owner: Tim James

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Rodbourn Cheney Primary](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and Interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs Co-ordinators, or SENCOs

Our SENCOs are Miss Barham (Key Stage 1 and 2) and Mrs Hawtin (Early Years).

They have 4 years' experience in this role and have both been qualified teachers for over 10 years.

They achieved the National Professional Qualification SENCO in September 2026.

Miss Barham and Mrs Hawtin are allocated 3 days a week to manage SEN provision.

Contact details: cbarham@rodbournecheney.swindon.sch.uk

thawtin@rodbournecheney.swindon.sch.uk

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCOs to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

Teaching assistants are employed to support the learning needs of all children. We also have pastoral support for all pupils when appropriate, this includes teaching assistants that have been trained in ELSA (emotional literacy). We also have a highly experienced Pupil Welfare Officer (Jayne Stephenson) who supports some of our families.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external Speech and language therapists

- Educational psychologists
- Assistant Educational Psychologist
- Occupational therapists
- GPs or paediatricians
- School nurses and health visitors
- Advisory Teachers for Autism (SASS)
- Advisory Teacher for SEMH
- Advisory Teacher for Cognition and Learning
- Hearing Support Team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Early Years Quality and Inclusion Team

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher. Parents can send a message to the class teacher via email.

They will pass the message on to our SENCOs, Clare Barham and Titania Hawtin, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

cbarham@rodbournecheney.swindon.sch.uk

thawtin@rodbournecheney.swindon.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include progress through the core subjects – in particular looking at children's independent learning in books, particularly English and Maths, teacher assessments and progress against National curriculum expectations.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

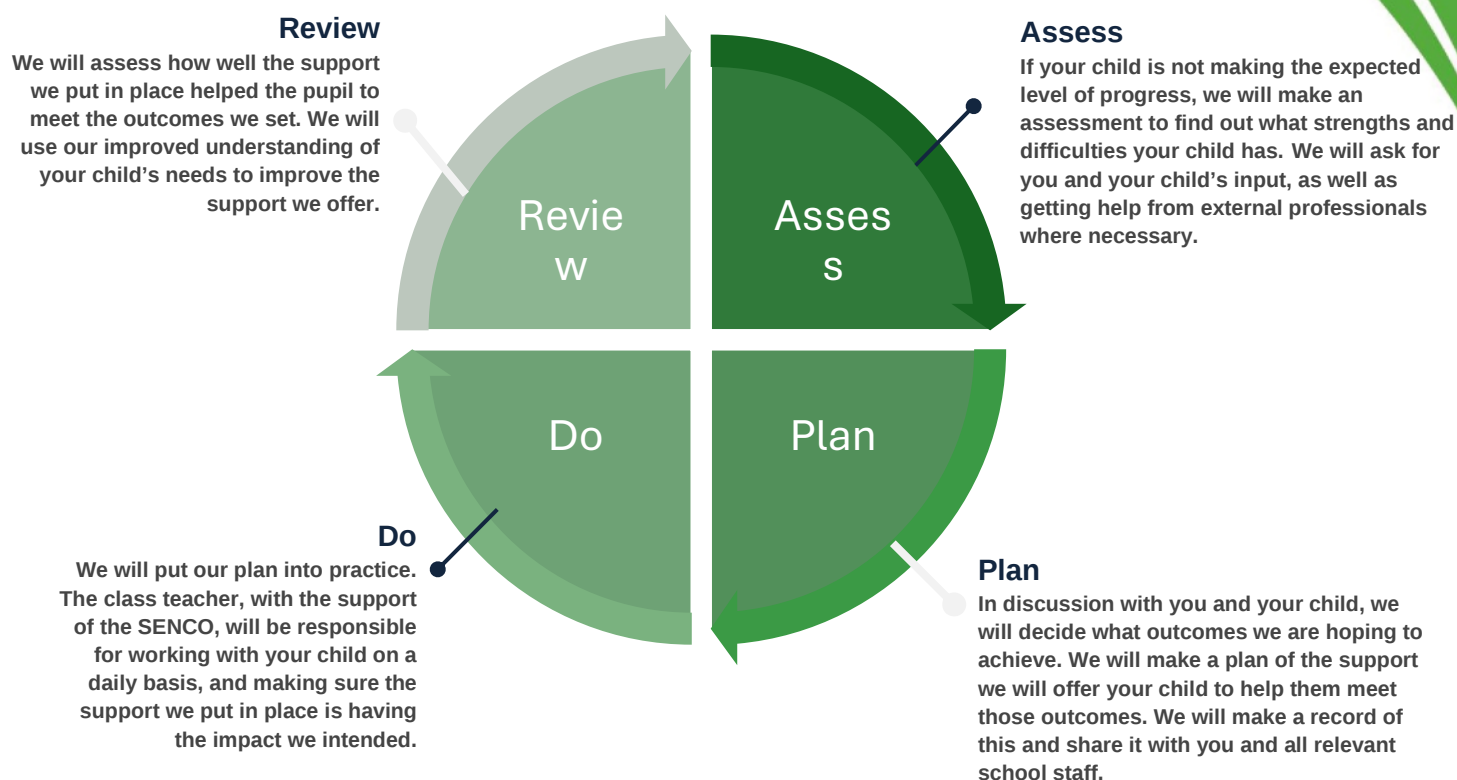
The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Children on the SEN register will have personalised targets for their learning gaps. They will be monitored and assessed through the assess, plan, do, review process, with full reviews completed 3 times a year by class teachers with support of the SENCo. SEN targets will be sent home to parents, alongside reviews.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will meet you twice a year for parents evening. During these meetings they will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact your child's class teacher via email.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis if specified in an Education, Health and Care Plan.
- Teaching assistants will support pupils in small groups when required.

We may also provide the following interventions:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Visual timetables Social stories Intensive Interactions Communication boards Adapted curriculum to meet specific needs Language for thinking Now and next boards Picture symbols Signalong Checklists Speech and language therapy Early talk boost Time to talk Blast off Oracy-rich curriculum
Cognition and Learning	Writing slope Larger fonts 1:1 targeted readers Basic number Plus 1/Power of 2 Reciprocal reading Small group phonics Small group maths Small group writing Coloured overlays Coloured books and paper Talking/recording devices Number lines Pre teaching Adapted learning in lessons where appropriate Words banks Different methods of recording

Social, Emotional and Mental Health	Quiet workstation Nurture sessions Movement/sensory breaks Fidget tools Focus Book Mindfulness time Well-being check-ins Worry box in every classroom Drawing and talking Ready steady go transition Friendship groups
Sensory and/or Physical	SPARKS Fine motor skills groups Handwriting groups Sensory circuits Movement breaks Chew tools Adaptions to the school uniform to accommodate sensory needs Seating plan Clearly labelled classroom resources Classroom placement

These interventions are part of our contribution to Swindon's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after an agreed period of time
- Using pupil questionnaires
- Monitoring by the SENCO and subject leaders
- Using children's books and observations in lessons to monitor progress
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6.

All pupils are encouraged to take part in sports days/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

In accordance with the Code of Practice, our school admissions policy requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational needs. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with our admissions policy. Further information about our admissions can be found here [Admissions | Rodbourne Cheney Primary](#)

If your child has an EHCP, the Local Authority will manage the admissions process and any changes in school placement. Please email SENDSERVICE@swindon.gov.uk to ask any questions regarding your child's school placement if they have an EHCP.

13. How does the school support pupils with disabilities?

At Rodbourne Cheney primary school, we ensure that pupils with disabilities are able to access the curriculum and school building alongside their peers. We will ensure that steps are taken to prevent disabled pupils from being treated less favourably than other pupils. This includes working alongside both parents and outside agencies to identify the reasonable adjustments that can be put in place to meet your child's specific needs.

For further information please see our accessibility plan: [Policies & Procedures | Rodbourne Cheney Primary](#)

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We have a 'zero tolerance' approach to bullying. Please see our school behaviour policy for more information. [Policies & Procedures | Rodbourne Cheney Primary](#)

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- If required, children will receive a transition booklet

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will work closely with the school. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Transition sessions in the classroom
- Visits from secondary school staff
- Extra transition days at secondary school if required
- Social stories

16. What support is in place for looked-after and previously looked-after children with SEN?

Sarah Harris (Head Teacher) will work with Clare Barham and Titania Hawtin, our SENCOs, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO/Head Teacher in the first instance. They will then be referred to the school's complaints policy. Please find our school complaints policy here for further information [Policies & Procedures | Rodbourne Cheney Primary](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The local authority offers disagreement resolution and mediation information, please find the link here for more information. [Disagreement resolution, mediation and tribunal | Swindon Borough Council](#)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Swindon's local offer, depending on the area that you live in. Swindon publishes information about the local offer on their website:

[SEND Local Offer | Swindon Borough Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[SIAS - Swindon SEND information, advice and support service | Swindon Borough Council](#)

Local charities that offer information and support to families of children with SEND are:

swindonsendfamiliesvoice.org.uk

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adapt** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages