The Swaffhams Primary Schools
SEND Information Report

Action	Date
Policy written	September 2026
Review Date	

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

Both Swaffham Prior Primary School and Swaffham Bulbeck Primary School are mainstream schools and part of Grace Schools. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs.

Identification of SEND in our schools	
What kind of Special Educational Needs is provision made for?	The school makes provision for pupils with difficulties in the four broad areas of need: ● Communication and Interaction ● Cognition and Learning ● Sensory and Physical difficulties ● Social, Emotional and Mental Health difficulties At The Swaffhams, children who have Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.
How do we identify that a child has a special educational need?	We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress: ● Is significantly slower than that of their peers starting from the same baseline ● Fails to match or better the child's previous rate of progress ● Fails to close the attainment gap between the child and their peers ● Widens the attainment gap This may include progress in areas beyond attainment, such as social, emotional or communication needs. Slow progress and low attainment will not automatically mean that a pupil is recorded as having SEN. When considering whether a pupil requires special education provision, we begin by identifying the desired outcomes, including expected progress and attainment and we work closely with pupils and their parents or carers to understand their views, aspirations and needs. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether sometime different or additional is needed. When a new pupil starts at the school, the SENCO will observe them within the first two weeks of their start date. This will allow for pupils to be identified at the earliest opportunity.

How does the school know if my child needs extra help?	We know when a child needs help when: ● Concerns are raised by the parent / carer, the class teacher or the child. Our schools hold parent / carer consultations in the autumn and spring terms. Parents and carers are welcome to make contact with the school at any time to discuss any issues they feel their child is having. ● Little or no progress being made. This will be recognised through regular tracking of pupils' progress and discussions at Pupil Progress meetings. ● There is a change in the child's usual behaviour or progress.
Consulting and involving pupils and parents **If my child is having difficulty with an area of learning, how will the Trust staff deal with the issue?**	We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: ● All relevant stakeholders develop a good understanding of the pupil's areas of strength and difficulty ● We take into account the parents' concerns ● Everyone understands the agreed outcomes sought for the child ● Everyone is clear on what the next steps are. We will work with parents and take their views and wishes when deciding that a pupil will receive SEN support.
How do we encourage you to raise your concerns?	Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place using their own knowledge of education and special educational needs, as well as utilising the guidance from the OAP (ordinarily available provision) website. At this point, the teacher will speak to the SENCO who can begin to monitor and arrange a further meeting if required. The SENCO at both Swaffham Prior Primary School and Swaffham Bulbeck Primary School is Katie Bellwood, contactable on sen@pri.graceschools.org.uk.

Support for your child	
Who will oversee the education plan for my child and explain it to me and my child?	All children on the SEND register have a plan that is written by the class teacher and this is monitored by the SENCO. This plan outlines their needs and strategies that are used to meet those needs. This is known as an assess, plan, do, review (APDR). These will be shared with you regularly at arranged meetings where you will be asked for your views. Children with an Education, Health and Care plan (EHCP) will have a provision plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome
Assessing and reviewing pupils' progress towards outcomes	We follow the graduated approach and the four-part cycle of **assess, plan, do, review (ADPR)**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: ● The teacher's assessment and experience of the pupil ● Their previous progress and attainment and behaviour ● Other teachers' assessments, where relevant ● The individual's development in comparison to their peers and national data ● The views and experience of parents ● The pupil's own views ● Advice from external support services, if relevant The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions.
Who will be working with my child?	● The class teacher is responsible for ensuring your child's needs are met ● Support staff (directed by the class teacher) ● The SENCO will be monitoring that your child's needs are met in class and support the class teacher and child to achieve their goals ● If your child has speech and language difficulty, our Speech and Language therapist (Kirsty Freestone), may visit the school and create a programme of intervention to follow. At the

	end of this programme, the child may be signed off and may require re-referral in the future. ● Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent. ● Local Authority SEND Support and Educational Psychology teams work with the SENCO, teacher and parents to unpick needs to help improve your child's attainment, progress and wellbeing.
How does my child know how they are getting on with their learning?	● Regular feedback from their class teacher and support staff ● Review ADPR document with school staff ● Praise and next steps comments
What assessment arrangements are in place to support my child?	At Swaffham Prior Primary School, and Swaffham Bulbeck Primary School, we gather baseline information which enables us to put in place the necessary provision. Class teachers and support staff meet to discuss the impact planned work is having on any child with SEND in the classroom. In order to plan support for your child together with you, we implement a 'graduated response'; a four-stage cycle based on the principles of **assess, plan, do, review**. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child. Your child's academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response. **Universal Support.** ● This is provided as part of high-quality teaching in every class and when a child requires more than universal support tasks will be adapted to allow the child to access Quality First Teaching. ● Each child's provision will be tracked by the class teacher. Provision will be to suit the individual child's needs. ● Every effort is made to allow all children to access all learning opportunities. On some occasions additional adult support or resources may be needed to make this possible. **School-based Targeted Support**. ● Depending on need, the child may take part in an intervention. ● The effectiveness of the intervention will be monitored and reviewed informing the impact

	on the child's learning. **School-based Specialist Support.** ● The class teacher along with the SENCO, parents and carers will consider and use a range of effective teaching approaches in order to support your child's progress and could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning. ● Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessments strategies may be recommended to the school and parents.
How will the Academy monitor the effectiveness of its SEN arrangements?	● Through pupil progress discussions, learning walks and observations by the Senior Leadership Team, including our schools' Hub Director. ● Grace Schools carry out quality assurance across the Trust in the form of detailed audit of provision, training and staffing. We have an Executive Director of Inclusive Leadership for the Trust, who leads Inclusion and Safeguarding. This ensures that our SEND practice develops and strives to do the best for all our children to ensure they each make progress from their starting points and their needs are known, understood and met. ● Each term the Hub Inclusion Lead, meets with the SENCO to look at provision and monitor its effectiveness.

Curriculum Concerns	
Adaptations to the curriculum and learning environment **What is our schools' approach to inclusive teaching and learning**	Quality First Teaching is the primary method of meeting the majority of children's needs, with effective adaptations and scaffolding that will enable your child to participate fully in all aspects of learning. ● Staff plan accordingly to children's needs and requirements in the classroom, adapting the curriculum where necessary to ensure all pupils can access it ● All staff who work with your child in school are aware of your child's requirements

How is extra support allocated to meet children's needs and requirements?	• Staff can meet the needs of the children by applying the scaffolding strategies suggested within their plans • Adapting the curriculum to ensure all pupils can access it • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc. • Adaptive strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
Our approach to teaching pupils with SEN	Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is always our first step, and this will be adapted for individual pupils. For some children, We will also provide the following interventions where necessary: • Sounds Write phonics intervention • Speech and Language therapy • CanDo catch up and keep up sessions • Pre and post teaching • Debbie Heppelwhite handwriting • Fizzy programme

Partnership: Planning, monitoring and review	
What do we offer at The Swaffhams to parents and carers to: **- discuss progress**	In addition to normal reporting arrangements: • You will meet with the class teacher to discuss your child's progress and review their achievements and targets. Each term, the class teacher will write a plan based on their

plan and review support share specific approaches and programmes?	assessments of your child's needs and review this before sharing with you. This is known as an ADPR. Your views and your child's views will be part of this meeting. ● If your child has an EHCP, we will meet formally each year to review this plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change. ● Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCo is available to meet with you should you have further concerns. These meetings can be in person, over the phone or online.
Evaluating the effectiveness of SEN provision	We evaluate the effectiveness of provision for pupils with SEN by: • Reviewing pupils' individual progress each term • Reviewing and monitoring the impact of interventions and analysing the data • Using pupil and parent questionnaires • Monitoring by the SENCo, and Senior Leadership Team including the Trust • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans and One-page Profiles • Staff take time to talk to children and respond to their individual needs and wishes sensitively • Children's views are sought when producing and reviewing Education Health and Care Plans

General support for wellbeing	
Support for improving emotional and social development	We provide support for pupils to improve their emotional and social development in the following ways: ● Through our carefully planned and sequenced PSHE curriculum ● Nurture, social groups and 1:1 support

	• In-school leadership opportunities such as school council, play leader and buddy systems
How do we offer pastoral, medical and social support to the children at our schools?	• We have a zero-tolerance approach to bullying • Children are supported by the class teacher and the support staff within the classroom overseeing the well-being of children on a day-to-day basis • On site Mental Health First Aider • We liaise with health care professionals to ensure care plans are in place for children with medical needs • All staff have first aid training and all EYFS staff and most TAs have Paediatric First Aid Other support and intervention: • Collective worship • Social skills nurture groups • Online safety, road safety and anti-bullying taught within our curriculum • Referrals to the Early Intervention Family Worker, MHST, Acorn project, YOUnited, Nessie • Social stories • Temporary reduced timetable
How do we encourage our children to contribute to their support	• Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Children's views are sought when producing and reviewing Education Health and Care Plans and One-page Profiles

Special Services and Expertise Available	
Support for improving emotional and social development	• We value the development of independence skills and where possible promote learning through group support. • We have members of staff who are trained to deliver specific interventions and support staff will support pupils on a 1:1 basis when there is a clear need that the pupil would not be able to access the differentiated curriculum without that support. • Support staff support pupils in small groups when there is a barrier to learning that requires additional support whether that is in an academic area or a social or emotional area.
Our schools access the following services / outside agencies	We work with the following agencies to provide support for pupils with SEN (Please be aware that it can take several months to access these services): • Speech and Language Therapy • Specialist Teachers and Specialist Practitioners (SEND Services 0-25) • Educational Psychology • Occupational Therapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Worker • Sensory Support Service (for pupils with hearing and visual impairments) • Locality Team • Early Support • Sensory Support Service • YoUnited • Keep your Head • SENDIASS • Emotional Health and Wellbeing service

Training	
Expertise of staff	At The Swaffhams schools, we are committed to continually developing the expertise of all staff through high-quality professional development. By enhancing staff knowledge and skills in supporting vulnerable learners and learners with SEND, we ensure that every child benefits from inclusive, high-quality teaching. We carefully deploy our support staff to maximise their impact on pupils' learning and wellbeing. Through targeted support and effective collaboration with class teachers, child achieve their best outcomes, develop independence and confidence and are well prepared for their next steps.

Accessibility	
We provide the following to ensure that all children and young people in our school can access all of the activities offered. **Ensuring pupils with SEN to engage in activities available to those in the school who do not have SEN.**	All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to take up the offers, including our Upper Key-Stage 2 residential, sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability. We prioritise accessibility by: ● Ensuring all of the building and classrooms are accessible to all the children ● Adults are supportive of the needs of the children ● Pre-planning for trips and visits to ensure children can access learning beyond the classroom ● Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum.
Securing equipment and facilities	In some cases, children may require specific equipment and resources, for example, specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance. We also support outside agencies in allowing space on site to be used, such as for occupational therapy.

Transition	
What arrangements help children and their parents to make a successful start to school?	• Parents / carers of the children starting our schools are invited to meetings within school • Transition meetings are held between pre-school staff, professionals who work with the family and the SENCo and staff from school. • Children are invited to visit the school during the school day before the term begins • Transition booklets are created where appropriate
What arrangements help children and their parents make a successful transition between year groups within primary school?	• Transition meetings are held between class teachers in the summer term • Move-up mornings are held in summer term with the next class teacher
What arrangements help children and their parents make a successful transition to Secondary School?	• Parents/ carers are invited to meetings at the secondary school • Transition meetings are organised between the staff from the secondary school and the year 6 class teacher. The SENCo will join where appropriate. • Staff from the secondary school will visit the year 6 children in summer term

Complaints	
Complaints about SEN provision	Complaints about SEN provision in our school should be made to the Class Teacher or SENCO in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: • Exclusions • Provision of education and associated services

	• Making reasonable adjustments, including the provision of auxiliary aids and services

Contact Details	
Who should I contact if I want to discuss my child's progress or concerns?	Your child's class teacher is always your first point of contact. You can contact them either via email or class dojo.
Who is the SENCO?	Katie Bellwood sen@pri.graceschools.org.uk
Contact details of support services available	Our local authority's offer: https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. It includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families. Special Education Needs and Disability Information, Advice and Support Service (SENDIASS): 01223 699214 pps@cambridgeshire.gov.uk Confidential information, advice and support to parents who have a child with SEND or have concerns that their child has SEND. PINPOINT Cambridgeshire: 01480 877333 information@pinpoint-cambs.org.uk Help and information to parents of children and young people with additional needs and disabilities, and give parents opportunities to have a say and get involved in improving local services. Early Help: 01480 376 666 early.helphub@cambridgeshire.gov.uk Sometimes families need a bit of extra support - you might be worried about your child's behaviour

	or development or might experience some changes that are difficult to manage. Early Help is able to offer support. If you feel you might benefit from Early Help, please contact your child's class teacher or our SENCO.