

Swanmead Community School

SEND Information Report

January 2022

Swanmead School Mission Statement

'Feeling proud and confident about our learning.'

Swanmead Community School aims to promote spiritual, social, creative, physical and academic opportunity for high achievement, excellent progress and lifelong learning.

'Leaders make good use of the additional funds they receive to support pupils who have special educational needs (SEN) and/ or disabilities. Pupils make good progress from their starting points as the result of well co-ordinated provision in which pupils' needs are addressed well.'

'Teachers have a good knowledge of the needs of individual disadvantaged pupils and those pupils who have SEN and/ or disabilities. Staff provide pupils with effective support if they find work difficult. This helps pupils to progress and raise their self-esteem. Pupils speak positively about teachers' support in lessons, at lunchtimes and after school.'

'Pupils who have SEN and/ or disabilities are making improved progress from their starting points. This is the result of well targeted support and intervention so that teachers know exactly what pupils' needs are and how best to help them.'

OfSTED, February 2018

For children/ young people reading this, or if you just want a quick bit of information, read the PURPLE statements at the start of each section!

What our SEND pupils say about the support they receive:

"She helps me with my reading and writing."

"School helps me with my exercises."

"The HUB really helps me."

"It helps me mentally to cope with stress and worries."

"They help me with my homework and help keep me organised."

Academic year 2018/2019

Introduction

We want our pupils to join in with everything that goes on in our school. We want you to do well and we'll help you as much as we can.

Our school is an inclusive school. We aim to demonstrate that every child matters in an environment in which there is great care and understanding; where learning experiences are active, challenging and enjoyable and everyone is helped to reach their full potential. At Swanmead School, we will use our best endeavours to ensure that every pupil with SEN gets the support they need.

Swanmead School follows the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (Department for Education; Department of Health, July 2014, updated May 2015). Available at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEN, CoP p94 6.14)

A pupil at our school who requires this provision will be named on our SEN register.

Swanmead School follows the Somerset Core Standards for all Children and Young People, which includes guidelines for supporting pupils who require SEN Support and those with High Needs. (Somerset County Council, December 2016) Available at:

<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

The school SENCo (Special Educational Needs Co-ordinator) is Mrs Rachel Perkins. She works part-time on Monday mornings, Tuesdays and Thursdays and can be contacted at the school on those days (01460 52431).

The kinds of SEND that are provided for

Children have different types of difficulty when they are learning which might be to do with the way they think, how they understand things, how they feel, or because they have a medical condition. We can help you in school with any of these needs.

Additional and/or different provision is made in our school for children under the following broad areas of need as defined in the SEND Code of Practice:

- **Cognition and Learning** – which includes Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- **Communication and Interaction** – Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC) including Asperger’s Syndrome and high functioning autism
- **Social, Emotional and Mental Health Difficulties** - which manifest themselves in many ways such as becoming withdrawn or isolated or may result in challenging, disruptive or disturbing behaviour. Attention deficit disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Oppositional Defiance Disorder (ODD) and attachment difficulties or disorder fall under this category of need.
- **Sensory and/ or Physical needs** – including hearing or visual impairment, sensory processing difficulties, mobility restrictions or a physical disability which requires additional support and equipment in school and any other conditions diagnosed by medical professionals.

Staff at Swanmead School have experience of working with pupils in all the above areas of need and tailor provision to meet the needs of individuals.

Somerset Core Standards for SEND are available for each of the categories listed above and are available to all at:

<https://choices.somerset.gov.uk/025/education/what-to-expect-from-education/>

Identifying and assessing Special Educational Needs

We usually know what you find tricky because we've spoken to the teachers at your last school. We'll be checking to see how you get on at Swanmead School and finding ways to help you make progress.

As Swanmead School is a Middle school (years 5 - 8), most children with SEN will already have had their needs identified at their previous school. Careful liaison is carried out between the SENCos of partner schools in preparation for transition and this is the time when information will be shared (with parental consent) about pupils' needs and provision requirements.

All pupils at Swanmead School are regularly assessed to measure their attainment and progress. For core subjects this includes reading age and spelling age, English and Maths testing to assess comprehension, skills and understanding. All subjects are assessed against the Age Related Expectations (ARE) for their programmes of study.

If a pupil makes progress which:

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

then further investigation is required.

Some pupils may have a temporary lapse in progress due to outside circumstances.

Additional assessment can be carried out in school which may include:

- Observation of pupils in class
- Discussion with the pupil
- Discussion with teachers/ Learning Support Assistants/ tutors/ subject leaders/ SENCo
- Discussions with parents
- Completion of checklists eg. for language & communication, memory problems

- Use of assessment tools such as Dyslexia Portfolio, British Picture Vocabulary Scale, Ravens Matrices, Phonological Assessment Battery, Sandwell Early Numeracy Test for learning and cognitive difficulties
- Use of Emotional Literacy, Boxall Profile, self-esteem questionnaires etc to investigate Social, Emotional and Mental Health issues
- Use of the Behaviour and Vulnerability Profile Tool (BVPT), which is completed for all pupils on roll but which identifies individuals who present with concerns in any aspect of school life

Once the information is collated, a process will be put in place to meet the initial needs of the pupil. This may involve a short period of intervention, for example - additional spelling support. Once completed there will be an end assessment and then a decision as to whether the intervention has worked, needs to continue, or requires additional input. At this stage, the pupil may or may not be placed on the SEN register (a list of pupils in the school who require and receive additional provision to meet their needs). Parents will be consulted at this stage and their agreement sought if it is thought that the pupil requires SEN Support. This process is known as the 'graduated response' to pupil needs, which is a central tenet to the inclusion of pupils in mainstream schools.

Inclusion

We want everyone to do their best, to work in class with their friends as much as possible and to join in with everything they want to. We'll do everything we can to make this happen.

Our school is an inclusive school. We aim to demonstrate that every child matters in an environment in which there is great care and understanding; where learning experiences are active, challenging and enjoyable and everyone is helped to reach their full potential. At Swanmead School, we will use our best endeavours to ensure that every pupil with SEN gets the support they need.

On a day to day basis this means that we try to keep pupils with SEN integrated in lessons alongside their peers as much as possible, for them to follow a normal timetable and participate in all aspects of school life. Where a pupil with SEN has 1:1 support this aim still applies - we want to encourage group work and a feeling of belonging rather than a sense of isolation. There are times when highly individualised work, resources or therapy are required to best meet a pupil's needs and those times are examples of the highly specialist and personalised provision detailed for High Needs pupils below. We

have been successful for many years in supporting SEND pupils with complex needs to join in with all aspects of school life including; educational trips, residential trips in years 5, 6 and 7 to outdoor centres and cities, school performances, community events in Ilminster, leavers events, specialist sports activities, etc.

The Graduated Response to SEN and the provision we offer

This is the boring bit with all the paperwork! Everyone in school has the right to universal good teaching; some pupils need a bit of extra help and will be on the SEN register needing SEN Support, a few pupils will need a lot of support and they are described as having High Needs. Some of the High Needs pupils will have an Education and Health Care Plan. We'll follow the 'Assess, Plan, Do, Review' cycle for pupils on the SEN register to make sure we put the right things in place to help you at school.

Universal

In line with the SEN Code of Practice and the Somerset Core Standards for Schools, **ALL** pupils have a right to high quality teaching in school. Every teacher is a teacher of every child and young person. A teacher's duty is to ensure that clear processes are in place to identify children and young people's strengths and needs. They should make reasonable adjustments to enable the curriculum to engage all children and young people through appropriate differentiation in lessons.

Some aspects of targeted support are included within universal provision at Swanmead School, for example: group work within lessons with our specialist Higher Level Teaching Assistants (HLTAs) in English and Maths; sessions with our Learning & Progress Tutor (LPT); small group or individual work with an adult in class as directed by the teacher; additional reading or English support such as Individualised Literacy Intervention (ILI); access to the HUB (Helping Understand Behaviour); Learn to Move/ Move to Learn group; Nurture Group; individual support for vulnerable pupils; social/ communication groups; provision of resources eg. Alphasmart/ I-pad/ laptop, pencil grips, coloured overlays or glasses.

SEN Support

SOME pupils require targeted support - this is where pupils are deemed as requiring support which is 'additional to or different from' their peers in order to make progress. The SENCo will be involved with pupils requiring SEN

Support, who will be added to the school's SEN register. Pupils at this stage are supported through the school's general pupil funding allocation and the notional SEND budget. Additional funding such as pupil premium/CLA funding may apply to some children.

At this stage, we ensure that an **Assess-Plan-Do-Review** cycle is followed whereby:

- parents and carers are given information about their child's needs, changes to SEND legislation and parental support organisations
- appropriate, regular and accurate assessments are carried out to inform planning
- additional approaches are in place which complement the teaching and support available at a universal level
- the outcome led plan is developed, agreed and reviewed with all involved including the child young person and family
- the setting makes use of evidence based specialist resources and professional expertise to inform additional/alternative provision. This could include external specialist advice
- enhanced transition support is available and well planned.

The SENCO co-ordinates SEND provision and discusses any concerns with parent/carers, children/ young people and staff members. Provision includes: access to relevant equipment (including technology); small group or individual targeted support; strategies such as pre- teaching, visual support or reinforcement of specific vocabulary is available as necessary; staff have access to targeted advice and support from specialist staff and additional training; outreach support from partnership schools.

High Needs

A **FEW** pupils require additional support for complex and long term difficulties, this includes children/ young people with an **Education and Health Care Plan** (EHCP). Pupils will be supported as for SEN Support above PLUS High Needs funding under an EHCP band category ranging from band 1 (no individual funding) to band 7 (the highest level of individual funding in mainstream schools in Somerset). This is discretionary from the Local Authority (LA) and allocated to individuals following a moderation process across the county. Additional funding such as pupil premium/CLA funding may apply to some children. The SENCo will be involved with pupils requiring High Needs Support and they will be named on the school's SEN register. Pupils

may currently have an EHCP band with allocated funding but no Education & Health Care Plan. EHC Plans will be created for such pupils over time following a rolling programme in Somerset to write the necessary EHC plans.

Provision for children/young people with high needs will be highly specialist and personalised. Support for these children/young people will include, but will not be limited to:

- a multi-professional, coordinated, detailed assessment of special educational needs often involving education, health and care services
- plans clearly detail outcomes for the individual child/young person alongside strategies and resources designed to support the achievement of these outcomes
- children/young people and their families are involved in target-setting and decision-making
- formal transition planning and review processes are in place.

The **Assess-Plan-Do-Review** cycle is followed whereby:

- All aspects of provision detailed in an individual plan are delivered and monitored.
- All staff delivering specific programmes receive appropriate and relevant training and support programmes.
- A regular schedule for reviewing plans in collaboration with children and young people, their families, and relevant professionals.

The personalised nature of provision that is required for pupils with complex needs means that it is not possible to specify every possibility in a general document. Provision will include: Specialist, personalised resources and strategies (including specific training), which are provided in accordance with the details of the individual's SEN Support plan); Multi-agency planning, involving children/young people and their families, will be carried out prior to any significant transitions, based on established national principles for supporting children/ young people with SEN to make transitions between settings and/or life stages.

The SENCO will arrange review meetings, which include children/young people, their families and involved professionals. For children/young people with EHCPs information relating to changes to a young person's SEN, targeted outcomes, or effective provision will be fed back to the SEN Casework team via the Annual Review paperwork. The SENCO will follow the relevant

statutory process for any children/young people with EHCP as described in the SEND Code of Practice.

Consulting with families - children/ young people and parent carers

If you're on the SEN register, you'll be involved in your Personal Learning Plan/SEN Support plan and you'll have a Key Worker to help you. If there are meetings about you - you'll be invited or you can tell us what you think - your views are important to us. Your parents/ carers will also be involved.

The pupil is at the centre of the provision we offer when considering SEN. Pupils on the SEN register have a Personal Learning Plan (PLP)/SEN Support plan and are allocated a key worker in school alongside their tutor. The PLP outlines their needs, provision, what they enjoy and what they find difficult, ways to help them, data over time and targets. These are created and updated (twice a year) in consultation with the pupil. Copies are sent home and teachers/ support staff have access to the most recent versions electronically. The key worker is an adult that your child should feel comfortable in approaching at school if they have any concerns. Pupils are of course welcome to talk to any member of staff if they are worried about something.

The SENCo attends parents' evenings and Open evening and is available for consultations with parent carers at those events. Parents can phone, e-mail or meet with the SENCo during her working hours to discuss pupil progress at other times of the academic year. Parents can also speak to tutors, teachers, key workers or HUB staff regarding their child, depending on the nature of the concern.

For pupils with High Needs, an annual review will be carried out which includes the child/ young person, the parent carers, SENCo, key worker and any other relevant members of staff or outside professionals (including the SEN caseworker from the LA if appropriate). This is a formal meeting, which is recorded and the report is sent to parents to sign upon completion. Some pupils/ families will have more frequent, informal meetings to review progress at school and catch up on any changes at home. Many visiting professionals will request parent carer involvement when they work with pupils in school - we always agree to this, encourage parents to attend if possible and will find a suitable room where all parties can meet.

Once a year there is an Annual Inclusion Meeting (AIM) whereby the SENCo and other members of staff meet with the school's Learning Support Advisor

to discuss pupils of concern. In addition to this the school, alongside others, is allocated time with an Educational Psychologist. This is a problem-solving process for the school, which does not directly involve parents, where we can ask for advice/ suggestions for next steps or other areas of support for our pupils. Parents of pupils not already on the SEN register will be asked in advance to consent to their child being mentioned at this meeting. Consent for discussion will be assumed for pupils already on the SEN register unless a parent carer has specifically withdrawn that consent. Parent carers will be informed if the outcome of the meeting involves referral to a new agency for their child, other suggestions may be followed up in school and recorded as usual on the pupil's PLP/SEN Support plan.

These opportunities form part of the Assess - Plan - Do - Review cycle for pupils with SEND.

Support for Social & Emotional Development

If you find getting on with other people difficult, or if something worries or upsets you, we can help you in the HUB or in Nurture Groups. There's always an adult in the HUB who will listen and try to help.

For pupils with SEND, particularly those with SEMH issues, we have several ways to offer additional support.

Our HUB (Helping Understand Behaviour) area is run by 2 full time members of staff - Pupil Support. The HUB offers open access on an ad hoc or planned basis to any pupil who has a concern. Some pupils are frequent visitors, some very occasional and some will be seen 4 times a day - on arrival, at break, lunchtime and on leaving school - because they need that level of security and trust to support their emotional needs. HUB staff are experienced in dealing with attachment difficulties/ disorder, ADHD, mental health issues, bereavement and the principles of Nurture using the Boxall Profile. They are also readily available for parent carer contact - regular or occasional. As school attendance and pupils with medical needs are also overseen in this area, there is co-ordinated working across all aspects of school life including family liaison for some pupils.

For pupils, the HUB is used variously as a place to; chill out, to have time out from lessons (under direction of school staff), to chat, to play games, to socialise in small groups, to spend break/ lunch time in a relaxed atmosphere with adults present/ nearby, to make amazing Lego creations, to do latch-hook, to join meetings in a known and comfortable place, or just to sit and

be. HUB staff are adept at knowing when to talk and when not to talk, when to ask questions and when to listen, when to advise and when to inform or involve others.

For some pupils, additional support is arranged, which is personalised to meet their needs for example, helping in the on-site pre-school, going off-site for hydrotherapy, horse therapy, gardening, visiting an animal sanctuary, golf sessions, community events, fundraising for charity.

We run Nurture Groups led by a trained member of staff with another LSA. The aim of the group is to encourage social skills, help to settle new pupils in to our school, help with the organisation that is required to get to the right place at the right time with all the equipment you require, homework done etc.

Other members of the support staff team also carry out work to support vulnerable pupils on a 1:1 basis - some of these pupils are on the SEN register. These LSAs will usually also be the pupil's key worker in order that a trusting and productive working relationship is established between adult and pupil.

Accessibility & pupils with physical/ medical needs

If you use a wheelchair, have mobility, vision or hearing difficulties, our school is well organised for you to get around and work in.

Swanmead School is almost fully accessible with the exception of one classroom and the Nurture room which are located on a first floor area that is not serviced by a lift. Lessons from that classroom are relocated to accessible rooms as required and HUB staff and resources also move to where the support is needed. Staff at Swanmead School have considerable experience of supporting pupils with restricted mobility or who use powered wheelchairs and are adept at organising their classroom layout to meet their needs.

We have a therapy suite on site which includes a disabled access toilet facility, shower, changing bed and therapy bed. It is in regular use for physiotherapy sessions and for use by pupils who use the clos-o-mat toilet or require privacy for personal care.

The school has undergone an acoustic audit and several upgrades were made to classrooms to make all areas appropriate for hearing impaired learners (and staff).

The school has undergone a vision audit and improvements were made to ensure the health and safety of pupils with vision impairment.

Children Looked After

If you are a Child Looked After, we will help you in the same way as other SEN pupils but you may get extra support and your carer/ social worker will be involved in what happens at school.

Children who are Looked After by the Local Authority who have SEND are offered the same provision in school as any other pupil with SEND. Such pupils may be in receipt of additional funding due to their care arrangements and this will be used to support their requirements in school. Where a parent is not involved, carers or the child's social worker will be invited to attend school meetings for discussions about the child's education.

Transition

As a pupil with SEN we will do a bit extra when you first start at our school and when you leave to move to your next school. We want you to feel confident and excited about the change, so you can have extra visits with adults you already know. You'll get to look round the new school a few times and meet helpful adults that will be looking out for you when you start.

Careful transition work is carried out for pupils with SEN who are due to start in Year 5 at Swanmead School, or who are leaving us at the end of the academic year. We maintain close links with our feeder First/primary schools (Greenfyld School and the Three Saints Federation) and with the Senior school (Wadham School) that most of our pupils move on to. The relevant SENCos meet and communicate frequently to discuss pupils for transition. In some cases, this may start more than a year before the moving date to ensure a smooth and positive change for the pupil. The SENCo at Swanmead School is invited to annual review meetings of relevant pupils in Year 4 where all aspects of the child's school life are discussed. Extra visits are arranged between staff, across both sites and for the pupil. The same liaison is offered from Swanmead to the SENCo at Wadham School for Year 6, 7 and 8 pupils. During the 2021/22 academic year, additional transition meetings will be held for pupils on the SEN register to set out an enhanced transition plan. This plan may include additional transition visits - usually accompanied by a familiar member of staff and/or staff from the receiving school spending time at Swanmead School to observe the provision that is already in place and working well.

Liaison is also required for pupils with SEN that join Swanmead from different schools, areas or at another stage in the school year. The SENCo will contact

the previous school (if known) to request files, discuss needs and provision and if time allows, to arrange transition visits for the pupil and/ or family.

For pupils with SEN who leave part way through the school year or transfer to a different school (if known), the SENCo will again contact the receiving school for liaison, transfer of files and a pre-visit where possible.

Pupils remain at the centre of this process and every effort is made to make them feel safe, secure and excited about their next move. We want to familiarise them with the new setting, to have met key members of staff who can help them and know where to go if they are lost or worried.

Staff training and expertise

All our school staff are well trained to help pupils that have SEN. Teachers and Learning Support Assistants have had lots of training and experience in helping pupils with different needs. If you have a condition that's new to us, we will find out about it, get training and work with you to make things work in school.

The SENCo is a qualified teacher; she holds a BEd and has completed the National SENCo Award (2018/2019). She attends SENCo workshops half termly to keep up to date with current requirements in SEND locally and nationally and she regularly networks with other SENCo's to support liaison and share good practice.

She delivers or arranges whole school training for staff in matters pertaining to SEN. This year CPD for all staff (teaching and support) has included Dyslexia training, a Speech Language & Communication (SLCN) workshop, a Social, Emotional and Mental Health (SEMH) workshop, INSET at the start of the academic year for individual pupil information, regular updates for pupils as required and staff meetings on the direction of SEN and inclusion at the school.

Our Learning Support Team consists of: two specialist HLTAs - one for English, one for Maths; a Learning and Progress Tutor; eight LSAs; two members of Pupil Support in the HUB; one LSA/ cover supervisor.

Training for support staff includes: Individualised Literacy Intervention (ILI), Nurture Group, dyslexia, dyscalculia, attachment, medical conditions, hearing impairment, vision impairment, pupils with physical disabilities, Moving & Handling, Personal Care, speech sounds, Learn to Move/Move to Learn (fine & gross motor skills training), SLCN training (ELKLAN), Trouble with numbers (early maths development), mental health, working memory, visual stress and

tracking (reading), Child & Adolescent Mental Health (CAMH), Emotion Coaching, Mindfulness, Specialist TA in SEN level 4, specialist TA in SEMH (level 4), Apprentices completing level 3 training.

We are keen to promote professional development and support training for staff which is relevant to their roles working on personalised programmes for individuals and also in a wider sense for the benefit of pupils throughout the school.

Working with Support Services and outside agencies

There are lots of people who visit school to help pupils with SEN and the adults that support them.

The school makes full use of expertise provided by external agencies and professionals in Somerset for identification, assessment and support for SEN pupils at all stages. Parent carers will be informed before a referral is made to such services as parental consent is a requirement for starting the process. The following educational services are actively involved with the school:

Educational Psychologist

Learning Support Service (LSS)

Physical Impairment and Medical Support Service (PIMS)

Hearing Impairment Service (HI)

Speech & Language therapists (SLT)

Visual Impairment Service (VI)

Language & Communication / Autism Team (SLCN/ ASD) Paediatrician

SENATAS (ICT support for pupils with SEN)

Parent and Family Support Assistant (PFSA)

Somerset Social, Emotional & Behavioural Support Service (SEBSS)

We also work with the NHS and other agencies:

Occupational Therapist (OT)

Physiotherapist

Paediatricians

Clinical Psychologist

Specialist Nurses/ school nurses

Child and Adolescent Mental Health Service (CAMHS)

Children's Social Care

Who can parent carers speak to if they have any concerns about SEN?

These are the people you (or your parent carers) can talk to if you are worried about anything.

Mrs Rachel Perkins, SENCo

Your child's tutor (named on your child's planner)

Mr Mark Raven, Pupil Support, HUB

Mrs Debbie Harvey, Pupil Support, HUB

Mr Mark Walker, Head Teacher

To contact any of the individuals listed above please call 01460 52431 and ask to speak to or get a message to that member of staff or e-mail: Swanmead@educ.somerset.gov.uk

Complaints procedure

This is what you should do if you (and your parent carers) feel things aren't working well at school for you.

We welcome your views, even if they differ from the school's perspective and would hope to address any concerns as early as possible through discussion/ meetings with you. It is in everyone's interests for complaints to be resolved as quickly as possible. The procedure is as follows:

- In the first instance, please contact the most appropriate member of staff for your child, as listed above.
- If the matter is not resolved, please contact the SENCo (unless that was your first point of contact), a member of the Senior Management Team or the Head Teacher.
- If a parent carer has a continuing concern about SEN provision for their child, or feels that they have had a negative experience which has not been resolved, the complainant should put their complaint in writing to the Clerk of the Governing Body. It will then be dealt with by the

governing body through the Complaints Procedure Policy, which can be seen upon request.

- In the unlikely event that the matter remains unresolved, the parent carer can take the complaint to the Local Authority as defined in the Complaints Procedure Policy.

Support Services for Parents

These are places where your parent carers can ask for help.

Somerset has two county-wide and independent (not linked to any school) support agencies where parent carers can seek information and support regarding their child's Special Educational Needs. These are listed below with contact details:

SENDIAS Special Educational Needs Information, Advice & Support

Website: <http://www.somersetsend.org.uk/welcome/>

E-mail: info@somersetsend.org.uk

Telephone: 01823 355578 10am - 3pm term time; reduced service during holidays

Somerset Parent Partnership

Website: www.somersetparentpartnership.org.uk

Telephone: 01823 355578

E-mail: enquiries@somersetparentpartnership.org.uk

Address: County Hall, Taunton, Somerset, TA1 4DY

The Local Offer

This is where you can find out about all schools in Somerset and what they can offer to pupils with SEN.

As part of the SEN Code of Practice, local authorities must publish a 'Local Offer' which gives information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education and Health Care Plan. The Local Offer should give:

- Clear, comprehensive, accessible and up to date information about the available provision and how to access it

- Make provision responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and service providers in its development and review

The Somerset Choices website details the Local Offer and can be found at:

<https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

You can search for Swanmead School on this site, as well as all other Somerset schools.

From Swanmead School's website, there is a link back to the Somerset Local Offer (Somerset Choices), where you can find details of all Somerset schools if you wish to research SEN provision elsewhere.

Our school's Special Educational Needs & Disability (SEND) policy document - detailing our philosophy in relation to SEND is available on the school website at: <http://swanmeadschool.co.uk/about-swanmead-school/swanmeads-sen-offer/>

Rachel Perkins, SENCo

January 2022

Glossary

ADD	Attention deficit disorder
ADHD	Attention Deficit Hyperactive Disorder
ARE	Age Related Expectations
ASC	Autistic Spectrum Condition
CAMH	Child & Adolescent Mental Health
CLA	Child Looked After
EHCP	Education and Health Care Plan
EHCP band	Education and Health Care Plan band: funding for pupils receiving High Needs support: bands 1 – 7 moderated according to need
HLTA	Higher Level Teaching Assistants
HNTU	High Needs Top Up funding

HUB	Helping Understand Behaviour
ILI	Individualised Literacy Intervention
LA	Local Authority
LPT	Learning & Progress Tutor
MLD	Moderate Learning Difficulties
ODD	Oppositional Defiance Disorder
PLP	Personal Learning Plan
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SENDIAS	Special Educational Needs Information, Advice & Support
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties