



Annual Report to Parents

Special Educational Needs and Disability (SEND)

Holy Rood Catholic Primary School

2025 – 2026

Contents

Definition of SEND; the types of SEND that the school provides for.	3
There are four prime areas of Special Educational Needs:.....	3
How the school identifies pupils with SEND.....	3
How school assesses and reviews progress.....	5
The school’s approach to teaching pupils with SEND.....	5
In school support.....	6
Interventions	6
How the school adapts the curriculum and learning environment.....	6
Curriculum.....	6
Additional support for learning at School.....	7
EHCPs – Educational Health Care Plans	8
Specialist Provision.....	8
Funding.....	8
Staff Training and Expertise	8
How the school evaluates effectiveness of SEND provision; Assess - Plan – Do – Review	9
Assess	9
Plan.....	9
Do	10

Review	10
Monitoring and Feedback	10
How SEND children are enabled to take part in wider school activities.	11
Supporting Emotional and Social Development.	11
External agencies and referrals.	12
School SEND Profile.	12
Overview	12
Staff	13
Arrangements for consultations with parents and pupils.	13
Arrangements for transition.	14
EYFS:	14
Other settings:.....	14
Secondary:.....	14
Accessibility Arrangements.....	15
Physical needs	15
Sensory needs	15
Health and Medical Needs	16
Complaints Procedure	16
How the governing body monitors SEND.	16
Local Offer, Advice and Guidance.....	17

This SEND Information Report has been developed collaboratively by the Compass Primary Partnership and the Swindon Catholic Schools SENCo Group.

It has been created using a shared template to support consistency across schools while allowing individual schools to include information specific to their own provision.

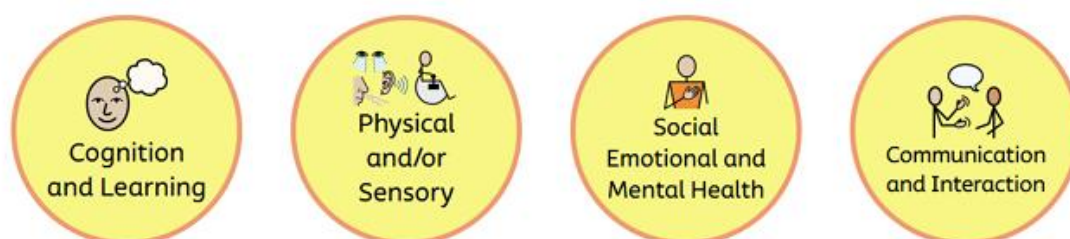
This report adheres to the requirements set out in the SEND Code of Practice (2015) and the statutory requirements for schools to publish information about their provision for pupils with Special Educational Needs and/or Disabilities (SEND).

Definition of SEND; the types of SEND that the school provides for.

Definition of SEND (SEND Code of Practice, 2015):

*‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A learning difficulty or disability means that the child has significantly greater difficulty in learning than others of the same age, or a disability which prevents or hinders them from accessing educational facilities normally available in mainstream schools’.*

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.



There are four prime areas of Special Educational Needs:

Communication and interaction (C&I) - speech and language difficulties, social communication and interaction difficulties, autism, developmental language disorder (DLD)

Cognition and learning (C&L) - including Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)

Social, Emotional and Mental Health needs (SEMH) – attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.

Sensory and/or physical needs (P&S) – hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.

How the school identifies pupils with SEND.

Children's needs are identified through a range of methods. Class teachers and the SENDCo use their professional understanding of children's development and learning, alongside parental concerns and information, any relevant correspondence from outside agencies and

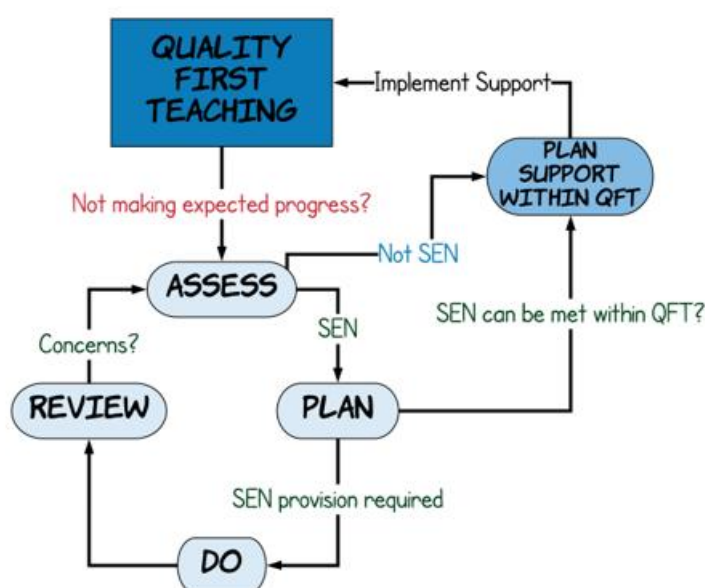
progress data to identify children who may need additional support in order to make progress.

Support for a child is planned using a graduated response to identified needs, in line with the SEND Code of Practice (2015). This statutory guidance applies to all educational settings and outlines the responsibilities schools have to support children with SEND.

The school has a process and register to identify children who may need additional support; the SEND Register, which identifies pupils receiving additional provision.

Children on the SEND Register will have an Individual Education Plan (IEP). These are reviewed regularly with key stakeholders, including parents/carers and the SENDCo. See more detail further in the document.

Where additional support is required across multiple areas of need, an Early Help approach may be implemented using a Team Around the Family approach. This may occur where a child has needs across different areas (for example educational, medical or social needs). A lead professional will coordinate the plan, oversee actions and arrange regular reviews. An Early Help Conversation is implemented only with the full consent and cooperation of parents or carers.



Children's needs may be identified through:

- Teacher observations and assessment
- Progress data and attainment levels
- Discussions with parents/carers
- Concerns raised by staff or parents
- Information from previous schools/settings
- Assessments from external professionals

A child may be identified as needing SEND support if they:

- Are making less than expected progress
- Have specific learning difficulties
- Require support from external agencies
- Have medical or physical needs requiring adaptations
- Are needing additional support to make progress

How school assesses and reviews progress.

The progress of all pupils, including those with SEND, is regularly assessed and reviewed. Teachers use a range of formative and summative assessment approaches to monitor learning, identify barriers and plan next steps.

Assessment may include:

- ongoing teacher assessment
- observations of pupils in lessons and during other school activities
- work in books and practical outcomes
- feedback from teaching assistants and other staff
- progress in targeted interventions
- standardised or curriculum-based assessments where appropriate
- use of outside agencies observations and assessments

Pupil progress is reviewed at least termly through the school's assessment and monitoring processes. This may include pupil progress meetings, review of individuals plans, and analysis of assessment data to ensure that pupils with SEND are making appropriate progress. School will evaluate the impact of support and make any necessary adjustments.

The school's approach to teaching pupils with SEND.

At Holy Rood Catholic Primary School, we monitor the children's progress carefully throughout the year to identify any that require additional support.

- Progress meetings are held termly with the Class Teachers, Senior Management Team and SENDCo, to monitor all children, especially groups/individuals that may be causing a concern.
- Intervention groups and additional support are planned for in order to support those with additional needs.
- If a class teacher has a concern about a specific child, they will meet with the SENDCo in order to decide if an increased amount of support is needed to provide for that child.
- At Holy Rood, we use the CORE Standard process of Assess, Plan, Do, Review to enable us to monitor the progress individuals are making.
- We use the SEND Identification Criteria to support our decision-making process.
- The child will be placed on the school's SEND Register which helps the SENDCo and staff to monitor and track the children with additional needs.
- Parents, and where appropriate, children, are kept fully informed about this process. Their views and permission are sought in order to place a child on the SEND Register.
- This process also applies when a child may be removed from the SEND Register.

In school support

At Holy Rood we utilise a range of support strategies to support those who require additional support:

- Quality First Teaching with appropriate differentiation and support within class.
- Additional adult support; this may be on a 1:1 or small group basis within or outside the classroom.
- Reduced class sizes, where available.
- Personalised provision.
- Targeted and time limited interventions.
- Reasonable adjustments made within the classroom by supporting adults using the CORE Standards and Universal Provision documents as guidance.
- IEPs – Individual Education Plans – these documents identify a child's needs and the support that is put in place to help them make small steps of progress. Teachers use these to plan for and monitor the progress made by individuals with SEND.

Interventions

- At Holy Rood we use a number of key interventions to support the main areas of phonics, reading and maths. During termly progress meetings staff will prioritise those children that require interventions and plan for time to be dedicated to these on a daily/weekly basis. Our key interventions are listed within this document:
- [Interventions | Holy Rood Catholic Primary School](#)

How the school adapts the curriculum and learning environment.

School may use any of the following provisions to support children with SEND:

- Flexible classroom layouts and seating arrangements
- Quiet or low-distraction working spaces
- Visual supports (e.g. timetables, prompts, symbols)
- Adapted resources or assistive technology
- Sensory supports (e.g. sensory circuits, movement breaks)
- Adjustments to lighting, noise levels, or workspace
- Accessible classrooms and equipment where needed
- Differentiated teaching
- Small group interventions
- 1:1 support where appropriate
- Adapted resources
- Visual supports
- Pre-teaching of key concepts
- Assistive technology
- Structured routines

The class teacher remains responsible for the progress of all pupils.

Curriculum

Our curriculum follows a teaching for mastery approach, where children all work to achieve the same learning objective.

Children often require different levels of support with this:

- the expected outcome may differ
- additional support or resources given may be different
- they may receive targeted, guided group work within lessons
- where necessary and appropriate; the work itself may be different

Additional support for learning at School.

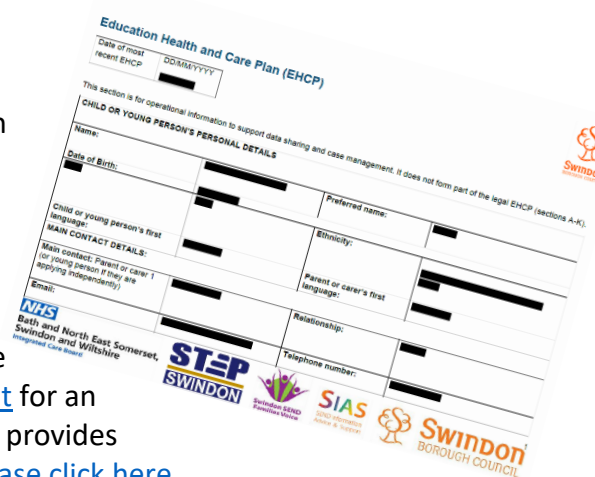


Some of the key support/interventions/provisions school make:

Social Skills/SEMH	Literacy	Physical/Sensory	Numeracy
Pastoral support either 1:1 or small group	Additional Phonics teaching – small group or 1:1	Fine Motor skills activities and opportunities	Number Stacks
Additional adult support	Adaptive guided reading programs	Movement breaks and support	1:1 targeted support
Nurture groups	Targeted reading	Sensory resources	Pre teaching
Behaviour systems and processes that are individualised	Pre teaching	AfL – adaptive support within class	Additional timetable support
AfL – adaptive support within class	1:1 targeted support		MOT recap of lesson content
	AfL – adaptive support within class		AfL – adaptive support within class

EHCPs – Educational Health Care Plans

- Some individuals with SEND require a significant amount more support than others due to their needs. If an individual requires an EHCP, the school and/or parent can apply for an Educational Health Care Needs Assessment (EHCNA) to take place. This is a process that is required to happen in order for the school to secure additional funding to support the individual with the appropriate provision. Please see this [additional document](#) for an outline of this process. The following link also provides information from the Local Offer website. [Please click here.](#)

The image shows a sample of an Education Health and Care Plan (EHCP) form. The title is 'Education Health and Care Plan (EHCP)'. Below the title, it says 'Date of most recent EHCP' followed by a box containing 'DDMMYYYY'. A note states: 'This section is for operational information to support data sharing and case management. It does not form part of the legal EHCP (sections A-K)'. The form is divided into sections for 'CHILD OR YOUNG PERSON'S PERSONAL DETAILS' and 'MAIN CONTACT DETAILS'. The personal details section includes fields for Name, Date of Birth, Child or young person's first language, Preferred name, Ethnicity, Parent or carer's first language, and Relationship. The main contact details section includes fields for Main contact (Parent or carer, or young person if they are applying independently), Email, and Telephone number. The form is branded with logos for NHS, Swindon and North East Somerset, Swindon and Wiltshire Integrated Care Board, STEP SWINDON, Swindon SEND Partnership Hub, SIAS, and Swindon Borough Council.

Specialist Provision

- If a child has an EHCP; they are entitled to choose a specialist setting in order for their needs to be met in an appropriate provision. This may come in the form of a specialist school or a mainstream environment that has a Specialist Resource Unit/Provision attached (SRP/PRU). Please see the following link detailing the schools available in Swindon:
- [Continuum of provision | Swindon Borough Council](#)

Funding

- The Senior Management Team will discuss with the SENDCo possible options of how best to allocate staff utilising their experiences to suit the needs of the children across the school.
- Some children will require considerably more support than others and this will be taken into account when planning. Children with more complex needs or those who have an Educational Health Care Plan (EHCP) may be in receipt of additional high needs funding allocated to them from the Local Authority which enables the school to support them more intensely.
- We look at providing the best support for each individual. It will vary according to the requirements of each child. We aim to promote independence for our children across the school and therefore we take an individualised approach to their learning to support them with their steps towards progress, whatever this may look like.

Staff Training and Expertise

The SENDCo holds in-house training, throughout the year, that supports the staff with the implementation of the CORE standards.

ECTs (Early Career Teachers) and new members of staff attend training on SEND delivered by the SENDCo in order to inform them of the best practice and policies that are in place at Holy Rood.

Training taken place for all staff and/or SENDCo in 2023 -2024:

- Pupil Premium and Vulnerable Learners
- Graduated Response

- Ongoing Number Stacks, Precision Teaching and Project X Intervention Training
- Bowel and Bladder Training
- Sensory Solutions

Training taken place for all staff and/or SENDCo in 2024 -2025:

- Ongoing Training for Number Stacks, Precision Teaching and Project X Interventions
- Number Sense Training
- EAL and SEND
- Team Teach
- Interoception
- Annual Review and Pupil Voice
- Support for Phonics, Reading and maths interventions.

Training taken place for all staff and/or SENDCo in 2025 – 2026:

- Ongoing support for the development of IEPs within the school
- First Aid and medical training
- Continued support for the CORE standards and the SEND process at Holy Rood, particularly with new staff
- Support for Cognition and Learning within the classroom
- Considering what Inclusion looks like at Holy Rood and how we can best support our children.

Individualised training and support are in place for staff members that are implementing any 1:1 and small group interventions to ensure they are supported and resourced to carry out their role with the children.

How the school evaluates effectiveness of SEND provision; Assess - Plan – Do – Review

School follows the guidance in the Special Educational Needs and Disabilities Code of Practice (2015). This recommends a graduated response to SEND which comprises four stages: Assess, Plan, Do and Review.

Assess

- We assess and analyse a child's needs and work in partnership with parents/carers and children, where appropriate, to gain a deeper understanding of potential barriers to learning.
- The aim of parent/carer conversations is to ensure that:
 - we learn the valuable information that you hold about your child
 - we develop a good understanding of the pupil's strengths and needs
 - everyone understands the agreed outcomes and next steps
 - we work as a team to support your child

Plan

- The needs of children with SEND are considered on an individualised basis and support is planned accordingly. Individual Education Plans (IEPs) will be written for children on the SEND register who require additional support.

- Children and parents will be involved in developing these plans and can contribute their aims and wishes for the year, as well as the children's strengths and how they like to learn.
- SMART targets will be set.
- These will be assessed, reviewed and shared with parents as part of the graduated response to SEND, typically three times a year.
- Class teachers work closely to plan and monitor the impact of interventions and to ensure strategies are embedded within classroom teaching. The SENDCo will be available to support staff in planning and reviewing provision where needed.

Do

- Children with SEND are encouraged to develop independence and to use strategies that support their learning.
- Interventions used within the school are evidence-based and are monitored to ensure they are effective. Records of interventions are maintained and regularly reviewed so that support can be adapted where necessary.
- The class teacher remains responsible for working with the child on a day-to-day basis and retains responsibility for any interventions delivered.

Review

- Reviews of a child's progress are ongoing. Targets will be reviewed regularly to evaluate the impact on progress. The class teacher, and where appropriate the SENDCo, will consider what has been successful and what further support may be required.
- Children may be asked how they feel about learning and what helps them to learn, where appropriate. Parents' views are also an important part of the review process.
- In addition, pupil progress meetings are typically held long termly. Where children are not making expected progress, discussions take place to identify possible barriers and plan next steps. Good practice is shared and any concerns are addressed promptly.
- Children receiving SEND support will have an IEP that outlines:
 - areas of need
 - support strategies
 - targets
 - review dates
- Plans are reviewed regularly with parents and pupils.

Monitoring and Feedback

The SENDCo works closely with the Leadership Team and outside advisory agencies to support and monitor the impact of staff who implement interventions. This monitoring takes the form of observations (both informal and formal), collation of progress data, training, feedback and further support where necessary and appropriate. This then informs decisions about further training that may be required.

- Pupil's opinions are taken into account during monitoring sessions in the format of Pupil Voice.

- Parental Voice is also sought through an electronic form to gain the views of parents and carers on how their children are supported at Holy Rood.
- This information is anonymous when shared and fed back to staff.
- It also feeds into the SEND Action Plan where areas of need may be identified to improve on across the next academic year.
- The SENDCo works with the assigned Governor for SEND to share this information with the Governing Body and to ensure that they too have a clear vision of SEND at Holy Rood.

How SEND children are enabled to take part in wider school activities.

- Holy Rood is an inclusive school. We try to ensure that all activities, including after-school clubs, can be adapted to the needs of our pupils. When planning trips, including residential trips, we liaise with parents to ensure that the adaptations made are appropriate for the individual.
- We aim to ensure that all pupils, including those with SEND, can access the full range of school activities such as trips, clubs and residential visits.
- We work to remove barriers so that children with additional needs can take part in extra-curricular activities and school events. All trips follow Local Authority guidance to ensure appropriate adult-child ratios and safety.
- Where appropriate, additional support may be provided to enable pupils to participate. This may include additional staffing, risk assessments, or adaptations to activities. We also work closely with parents and carers to plan appropriate support for trips.
- Where children have medical needs, support will be planned in advance, sometimes with input from the school nurse.
- Each child's needs will be considered individually to ensure they can participate as fully as possible.
- Developing an Inclusion Team that works as a united front across different areas of the school, pulling together wherever possible the opportunity to enable *all* of our learners to access the curriculum and make progress.

Supporting Emotional and Social Development.

At Holy Rood we consider all aspects of learning as important as each other and therefore take the mental health and well-being of our students seriously. Our PSHE approach across the school has mental health and well-being at the heart. We follow a scheme called 'Jigsaw' which runs across all year groups from EYFS to Year 6, ensuring progression and consistency across the school. In addition to this, school take part in activities such as 'Mental Health Week' and 'Anti-Bullying Week' where appropriate activities and strategies are discussed according to age.

We have an 'Open Door' policy where children are always listened to and given the time to talk with whoever they feel safest. It is our aim to ensure that children are confident to ask for help when help is needed but also to develop their independence when building on

these life skills. Our Pastoral Lead works directly with children who might need support from time to time. This will be individualised to the needs of the child and may be short or long-term depending on the level of need. The Pastoral Lead and SENDCo work closely together to best support the needs of individuals as well as supporting staff to build on the strategies put in place.

Our Pastoral Lead is a qualified Senior Mental Health Lead which has equipped her with the tools to lead both the staff and pupils with a whole school approach to positive mental health.

As a school we work closely with charities such as Barnardo's and local initiatives such as SMASH, Be U and STEP who support young children with mental health difficulties and will work together with these professionals to support the children in a variety of ways.

External agencies and referrals.

A number of our children and their families are supported by outside agencies with whom we have close working relationships. The agencies we regularly work with are as follows, the individual professional may differ according to case load and involvement:

- Educational Psychology
- Primary Behaviour Support Team (Nylands Campus Outreach Team)
- Speech and Language Therapy
- School Nurse
- Parent Support Advisor
- Paediatric Occupational Therapy
- Community Paediatrics
- Cognition and Learning Team
- Educational Welfare Officer
- Targeted Mental Health Service
- Autism Resource Centre
- Even Outreach Team (Speech and Language Therapy)

The advice sought by these services is shared with appropriate members of staff and the SENDCo in order to best meet the needs of the individual. This may be part of training courses, meetings, observations, consultations or outreach support.

School SEND Profile.

Overview

Holy Rood Catholic Primary School is a larger than average sized primary school with approximately 420 children on roll in 14 classes, from Early Years Foundation Stage 2 (EYFS) to Year 6. There are approximately 30 children in each of the classes. Holy Rood Catholic Primary School is a split site primary school with the EYFS and Key Stage One children on our Groundwell Road site and the Key Stage Two children on our Upham Road site.

To make contact with the school, please phone the office on 01793 523802 or email admin@holyroodprimary.co.uk

Our most recent Ofsted report can be found here [Holy Rood Ofsted May 2022](#). In May 2022 Ofsted rated the school as being 'Good'.

Staff

Mrs Jo Beard is the Special Educational Needs and Disabilities Co-ordinator (SENDCo) as well as being a member of the SMT and Safeguarding Team (DDSL). She is responsible for overseeing the day-to-day provision of education for children with special educational needs and disabilities. She has a Post Graduate Certificate in Special Education and attends regular SEND Conferences and networks throughout the year to keep up with local and national training opportunities and changes.

SEND Link Governor – Mrs Helen Walsh

Head Teacher – Miss Naomi Fry

This report has been written in line with and makes reference to the following SEND document:

- SEND Code of Practice 0-25years (2015)
- SEND Policy (reviewed annually)
- Supporting Children at School with Medical Conditions.
- Accessibility Plan (reviewed three yearly).
- Ensuring a Good Education for Children that Cannot Attend School Because of Health Issues.
- Equality Policy.
- Equality Plan.
- Admissions Policy.

In addition to this, our SEND Overview gives a Summary of SEND at Holy Rood. [Please click here to read.](#)

All policies are available to parents from the school office upon request and on the school website [here](#).

Arrangements for consultations with parents and pupils.

At Holy Rood we have an open-door policy and encourage parents and carers to be part of their child's learning journey. We offer a range of opportunities throughout the year to get involved:

- Parent Consultation Evenings – Autumn and Spring term – face to face.
 - Individual Education Plans are discussed at these meetings.
 - The SENDCo is also available during these Consultation Evenings.
- Annual report to Parents - Summer Term.
 - Copies of their Individual Education Plan are also sent home at this time.
- Welcome meetings at the start of each year.
- Events such as shared reading, visitors, church services, trips and productions.

- Class teachers and the SENDCo are also happy to set up additional meetings to discuss and help support your child where appropriate.
- If your child has an Educational Health Care Plan (EHCP), you will receive an Annual Review meeting:
 - Class teachers, the SENDCo, parents and pupils (where appropriate) get together in order to discuss progress and plan for next steps.
- If an EHC (Early Help Conversation) is in place for a family, these are reviewed with relevant professionals at 3-6 monthly intervals. This may involve either the SENDCo, Pastoral Lead or both dependent on the needs of the family.
- We aim to collect pupil and parent voice at least once a year in order to gather the opinions of those we work with. This will be through a range of ways:
 - Pupil discussions
 - Parental online forms
 - Observations and monitoring of support in place

Arrangements for transition.

EYFS:

- We place great value on finding out about the needs of our children before they join us. Prior to starting in Reception, meetings are held between the EYFS lead, SENDCo, staff from previous settings and parents to gain as much information about the children before their first day of school. This might be in the form of:
 - Home visits
 - Pre School visits
 - Welcome meetings
 - Transitional visits
 - Staggered entry to school
 - Reduced timetables
- We have an extensive induction programme in Reception where we will transition the children into the school setting at a pace that's right for them.

Other settings:

- We work closely with parents and previous settings to share such information and prepare the individual and their family for the transition to Holy Rood with meetings with staff at school prior to the start date.
- We hold 'Meet and Greet' sessions where the new pupil and family can meet their class teacher and begin the familiarisation process before starting school.
- When a child joins us in other year groups, we allocate them a 'buddy' to look after them. This may be a child that speaks their home language, but is also someone who is kind and friendly to show them the routines, school environment and support them to make friends.
- We will also enquire about any relevant or important information from previous settings that may help us to identify any needs or support that needs to be in place.

Secondary:

- Transition to secondary planned carefully involving the two settings and the pupil.
- This will take into account any specific or individual needs.

- The SENDCo has a strong working relationship with other local SENDCos in order to ensure that any transition is as smooth as possible.
- This process begins in the Summer Term, where teaching staff and the SENDCo will meet with members of staff from secondary settings to share general information and any specific information that is important.
- From this information shared, plans are put in place to support the individual needs of the children, such as, additional visits to the new settings, meetings with staff, tours and Q&A sessions to alleviate any concerns or worries.
- Secondary placements plan their own individual induction processes and we work with the settings in order to make this as positive an experience as possible for the pupils.

Accessibility Arrangements.

The downstairs classrooms are fully accessible, but there are classrooms on both sites which are not as they are upstairs with no available lift on either site. There is a disabled toilet on both sites and disabled parking available at Upham Road site. The school can seek support from the Advisory Teacher for Physical Disability when any additional equipment is required to support individual needs if appropriate.

We have a number of staff that speak a variety of languages who, with planning, can be available to support meetings and phone calls. If you would like any information in a different language, we will do our best to accommodate.

All pupils with SEN and/or a disability are encouraged to take part in all aspects of school life, including activities beyond the classroom. Pupils are able to access the curriculum as well as a full range of opportunities and events arranged by the school, including trips.

The school works closely with pupils and their parents/carers to ensure that individual needs are met. This may include:

Physical needs

Resources and adaptations may be provided to support access to learning, for example writing slopes, wobble cushions or adapted seating. Where appropriate, the physical environment may also be adapted. Advice may be sought from external professionals such as Occupational Therapists or Physiotherapists.

Sensory needs

Specific resources or adjustments may be used to support pupils to access the curriculum effectively. Advice from external services may also be used to support pupils with sensory needs, for example support for pupils with visual or hearing difficulties.

Personal Emergency Evacuation Plans (PEEPs) may be put in place for pupils who require them to ensure safe evacuation in an emergency.

Please see our Accessibility Plan and Policy for further details: [Holy Rood Accessibility Plan](#)

Health and Medical Needs

We have designated first aiders on site at all times.

The school hold a Medical Needs Register that details any specific health conditions that a child may have. School will seek guidance from the school nursing team if there are more complex needs who will then support with the writing of an Individual Health Care Plan (IHCP), where appropriate, which will be reviewed annually.

Prescribed, UK based medicines can be administered by trained staff, only when strictly necessary. An appropriate form and consent will need to be obtained from the school office and completed with a member of staff.

The school may also seek advice and support from the school nursing team where appropriate.

Attendance is monitored regularly by the School Attendance Officer. If attendance becomes an issue, the Head Teacher and parents will discuss any support required for the child and/or family. Our Pastoral Lead and/or SENDCo may be involved to support with these matters.

Please [click here](#) to see the school Attendance Policy for further information.

Complaints Procedure

The first point of contact is always your child's class teacher.

Mrs Jo Beard (SENDCo) is also available to discuss more specific concerns, please phone the school office to make contact (01793 523802).

If you are unsatisfied with the provision being made, you should first contact the school's SENDCo, Mrs Jo Beard.

If you are still unsatisfied then you should contact the Head teacher, Miss N Fry.

After this, if you are still unhappy with the outcome, then you should contact the governor responsible for SEND, Mrs H Walsh. Please contact through the Clerk to the Governors via the school.

All complaints will be dealt with in a friendly, supportive way. Every attempt will be made by the teaching staff and governors to resolve any problem.

Please see our Concerns and Complaints Policy for further details here: [Concerns and Complaints Policy](#)

How the governing body monitors SEND.

The Governing Body has a responsibility to ensure that the school meets its duties under the SEND Code of Practice (2015) and the Equality Act (2010).

A designated governor for SEND works with the SENDCo and senior leaders to monitor the effectiveness of SEND provision across the school.

Governors monitor SEND through a range of activities which may include:

- Regular meetings between the SENDCo and the SEND governor
- Reports to the Governing Body on SEND provision and outcomes
- Reviewing progress and attainment data for pupils with SEND
- Monitoring the implementation of the SEND policy and SEND Information Report
- Visits to the school to understand how SEND provision is implemented in practice
- Reviewing how funding for SEND is used and its impact on pupils

Governors use this information to support the school in ensuring that pupils with SEND receive appropriate support and that provision continues to develop and improve.

Local Offer, Advice and Guidance.

Special Educational Needs and Disabilities Information, Advice and Support Service (SIAS)

The Special Educational Needs and Disabilities Information, Advice and Support Service (SIAS) provides independent information, advice and support to parents, carers, children and young people with SEND.

SIAS can help families to understand SEND processes, provide guidance about education, health and care services, and support families to take part in meetings and decision-making about their child's education.

Telephone: 01793 466515

[Swindon SEND Information, Advice & Support](#)

Swindon Local Offer

The Swindon Local Offer provides information about services and support available for children and young people with SEND (aged 0–25) and their families.

It includes details about education, health and social care services, support groups, activities and guidance for parents and carers.

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

[The continuum of provisions | Swindon Borough Council](#)

Swindon SEND Families Voice

The Parent Carer Forum for Swindon, representing families of children and young people with SEND and helping to shape services across the local area.

[Swindon SEND Families Voice](#)

Swindon Carers Centre

Provides information, advice and support for unpaid carers, including parents caring for children with additional needs.

[Swindon Carers Centre](#)

Swindon SEND Service

The local authority service responsible for EHC needs assessments, EHC plans and annual reviews.

Telephone: 01793 464641

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

BeU Swindon (CAMHS Mental Health Support)

Provides mental health support for children and young people in Swindon.

Website:

[Be U Swindon](#)

Swindon Autism Support Service (SASS)

Supports schools in meeting the needs of children with social communication and interaction needs, including autism.

This service is currently under review

Swindon Early Years Centre

Provides specialist support and education for children with SEND aged 0–5 and their families.

[Swindon early years centre](#)

Swindon Advocacy Movement

Provides advocacy support for young people and families with additional needs.

[Swindon Advocacy Movement](#)

Wiltshire and Swindon Users' Network (WSUN)

Supports people with disabilities and sensory impairments to have a voice about services and support available to them.

Website:

[WSUN](#)

National Organisations

Contact (for families with disabled children) – [Contact](#)

IPSEA (SEND law advice) – [IPSEA](#)

Scope – [Scope UK](#)

National Autistic Society – [National Autistic Society](#)