



# SEND Annual Report for Parents

## January 2026

This SEND Annual Report for Parents is part of our offer for Parents/Carers and Learners with Special Educational Needs and Disabilities. It is updated annually.

All maintained schools have a legal duty to publish information on their website and update it annually or sooner, if required, about the implementation of the policy for pupils with SEND. This SEND Information Report and Contribution to the Local Offer are provided to comply with the 'Special Educational Needs and Disability Code of Practice 0-25 years (January 2014)'.

All Staff and Governors at Lawn Primary and Nursery School recognise that each and every child has a right to a broad, balanced, relevant and differentiated curriculum.

We wish to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. We pride ourselves on being an inclusive and supportive school that ensures all children have a curriculum and school experience that is relevant to their personal needs.

We aim to:

- Celebrate diversity by acknowledging that each child is unique, value and an important part of our school community.
- Ensure that our curriculum is accessible and relevant to all children whatever their individual need or needs.
- Promote positive attitudes, independence and individual confidence, ensuring all children experience success.

**Excellence**  
**Resilience**  
**Confidence**  
**Respect**

*We believe that "Every interaction is an intervention"*

- *meaning that ever time we engage with a child we can make a difference for them.*





We welcome everyone into our community and endeavor to make it a happy, welcoming place where all children and adults can make progress, reach their potential, be accepted and develop as confident individuals. We aim to offer equality of opportunity for every child and we strive to provide a learning environment that enables all pupils to make the greatest possible progress in a caring, supportive and fully inclusive environment.

Our provision allows all pupils, including those with SEND, the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. We are committed to narrowing the attainment gap between children with SEND and pupils with no additional needs. This may include putting in place short-term intervention learning programmes and other adaptations or modifications to personalise learning or access to the curriculum.

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# Facts and Figures regarding SEND at Lawn Primary School

## School Profile of Special Educational Needs at the end of 2024 / 2025 Academic Year

There were 495 children on roll.

There were 82 children identified as having SEND at Lawn Primary School with 20 EHCPs included in the total. There are a number of other EHCP applications in process at various stages of the procedure so this number could well rise.

Within the Nursery, there were 5 children identified with SEND included in the total, one of these had an EHCP.

### Children identified as SEN / EHCP

	<i>% of Children July 2025</i>
	<i>On roll : 495</i>
<i>Children with EHCP</i>	<i>3.63</i>
<i>Children identified as SEN Support</i>	<i>11.71</i>
<i>Children not on the SEN Register</i>	<i>84.6</i>

### Children identified as SEN by Primary Area of Need (incl. EHCP)

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social Emotional and Mental Health</b>	<b>Sensory/Physical</b>
No of Children	36	29	12	5

### Children recorded as SEN Support or EHCP by Year Group

	<b>Nursery</b>	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
No of children	?	56	59	57	59	59	59	60
SEN Support	4	3 1.61%	6 10.16%	7 12.28%	8 13.55%	13 22.03%	13 22.03%	8 13.33%
EHCP	1	1 1.78%	2 3.38%	1 1.75%	4 6.77%	1 1.69%	1 1.69%	9 15%

### Children recorded as SEN Support or EHCP by Gender

	<b>Male</b>	<b>Female</b>
<i>Children with EHCP</i>	<i>16</i>	<i>4</i>
<i>Children with SEN (not EHCP)</i>	<i>39</i>	<i>23</i>

*Analysis of Children with EHCPs*

<b>Primary Need</b>	<b>C&amp;L</b>	<b>C&amp;I</b>	<b>SEMH</b>	<b>S&amp;P</b>				
	3	8	8	1				
<b>Gender</b>	<b>M</b>	<b>F</b>						
	15	5						
<b>Funding Band</b>	<b>EY Funding</b>	<b>Bespoke</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	1	2	3	8	4	2	0	0
<b>Year Group</b>	<b>N</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	1	1	1	1	4	1	1	9

*Analysis of children with SEND who also have Pupil Premium Status*

	<b>Number of Children</b>
<i>Children with EHCP who are Pupil Premium</i>	6
<i>Children with SEN Support who are Pupil Premium</i>	22

# Lawn Primary and Nursery School

# Attendance Matters

We recognise that having good attendance is key and we are pleased that most pupils want to come to school to experience our high quality learning provision.

We monitor attendance data and work with parents where this is lower than expected and could become a barrier to progress, we work alongside parents and carers to find out the reasons and problem solve together.

Attendance is a key target for all schools at the moment and we are working with the school Education Welfare Officer to ensure attendance levels are as high as possible.

Some children with additional needs are on short term part-time timetables in order to cater for their needs. These are reviewed regularly.

We have arranged for some children with SEND to attend alternate provisions in order to ensure their needs are met and they are attending an education setting for the expected number of hours.

## How do we identify and support children and young people with SEND?

Lawn Primary and Nursery School is an inclusive mainstream primary. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We work with parents/carers and the local authority to facilitate the appropriate placement of children with special educational needs. We also recognise that some children may have needs beyond those which we can cater for and may have their needs better met in a specialist setting.

Lawn Primary and Nursery School follows the Special Educational Needs and Disabilities Code of Practice (2014) in identifying and supporting children who:

- have a significantly greater difficulty in learning than the majority of others of the same age;

or

- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2014, para xiv)

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in co-operation with parents and the local authority. We make reasonable adjustments to ensure that children with SEND are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our curriculum and the school as a whole.

Special Educational Provision is that which is additional to, or different from, that which is made generally for most children in school (Quality First Teaching and Ordinarily Available Provision). Assessment is an ongoing core process throughout the school. It is a time to ascertain that each child is making adequate progress against the national expectations set for their year group, from Reception through to Year 6. If a child is not making the expected progress, then we begin the Graduated Response to identify their need(s) and determine the reasons why and strategies to help.

Children with additional needs are initially assessed using Swindon Core Standards. The Core Standards outline the Local Authority's expectations of education providers in relation to the identification of SEND and the provision for pupils with SEND. Core Standards take the four broad areas of need as described in the Code of Practice and divides them in to the following seven areas:

- Cognition and Learning
- Communication and Interaction – Speech and Language
- Communication and Interaction - Social Communication and Interaction Difficulties
- Social, Emotional and Mental Health Needs
- Physical/Medical Needs
- Hearing Impairment
- Visual Impairment



If a teacher or parent/carer feels that a child has additional needs then a discussion will be undertaken as to why they feel this. This ideally would also involve the SENCo. At this stage the SEN Needs Checker (part of the Core Standards) is completed to determine the area or areas of additional needs. At this point the child may be added to the SEN Register.

Once a child has been recognised as having additional needs in one or more of these areas, Identifying Criteria checklists are used to ensure that all barriers to learning are clearly identified. These records will be reviewed to maintain a clear picture of a pupil's ongoing needs. Universal Provision checklists are also completed to ensure that provision in school is broad and encompassing, and all relevant strategies have been put in place.

An SEND Support Plan is created for each child identified as having SEND. The class teacher, supported by other staff who know the child well, complete each of four areas:

- Strengths
- Barriers to Learning
- Desirable Outcomes
- Strategies to Support

This document is created at the end of term 1 and is reviewed at the end of term 3 and term 5. We aim to use SMART targets, with small steps, and detail the assessed start and end point clearly. Parents are sent a copy at each review point and it is used as part of the discussion about progress and current achievements for their child during Parents' Consultation evenings. Parents are welcome to have a further meeting with the SENDCo if they desire it.

Each class teacher places quality first teaching at the heart of support for children with SEND and we work on the premise that 'every interaction is an intervention'. Work is adapted, scaffolded or adjusted, support may be given or there may be the use of technology / alternative recoding methods, in order for children with SEND to demonstrate their knowledge, ideas and creativity.

Across each year group, a timetable of support (Provision Map) is put together so that staff can offer individual provision where appropriate, both inside and outside of the classroom. All interventions are monitored for their impact using quantitative data at the start and end of each intervention period.

If deemed necessary, then an Early Help Conversation will take place and an action plan completed to capture next steps for school, parents, other agencies and the child. These are regularly reviewed to see what is going well and the concerns that we still have, and the action plan updated. Parents/carers always get a copy of this.

Some children may have additional documents in place to help staff to meet their needs. These may include a Co-Regulation Plan, Risk Assessments, Safe Hand or Ladder of Courage and Strength for example.

Continuing the Graduated Response, when a child still demonstrates barriers to progress, after initial strategies and interventions have been tried and completed, and the difference between their attainment and that of the other children is widening and this needs further investigation or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

We commission a range of specialist support services including:

- Educational Psychology Service
- Speech and Language Therapy Service
- Hearing Support Team
- Social Emotional and Mental Health Team (SEMH)
- Advisory Teacher for Physical Disabilities and Complex Health Needs
- Cognition and Learning Support Service (CLASS)
- BeU Swindon
- Community Paediatrician
- Swindon Assistive Technology Services

The external specialist may:

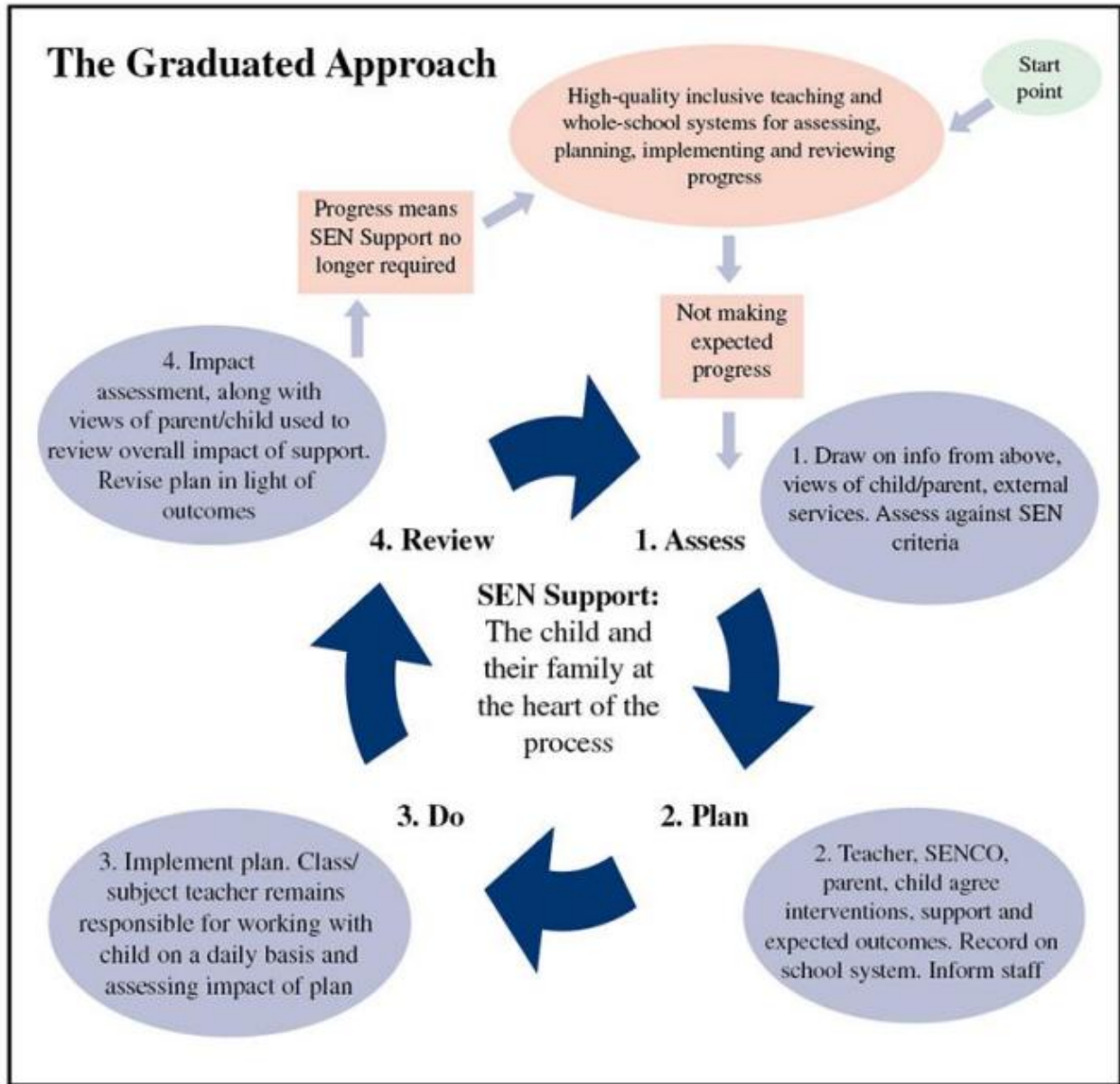
- act in an advisory capacity to refine targets set by the school
- extend the expertise and knowledge of the Staff
- provide additional assessment for evidence gathering
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child
- provide support to parents and carers

The final step in the Graduated Response for children whose needs go beyond these levels of support, an Educational Health and Care Assessment (EHCP) maybe applied for and may be put in place in line with national guidance and with support from the Swindon Borough Council SEND Services team.

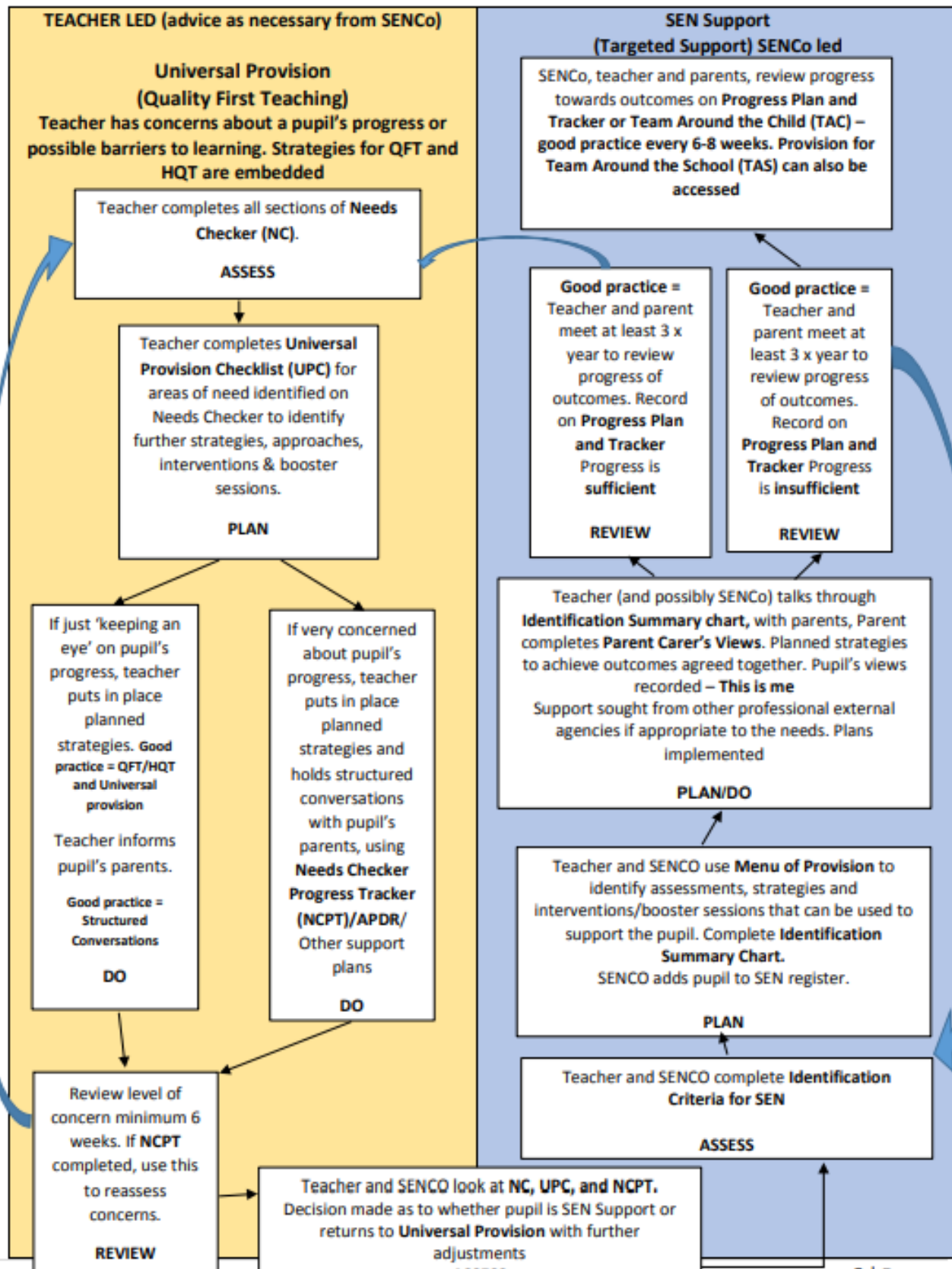
For all children with EHCPs, there is an annual review to update targets and review the documentation. Parents and any relevant professionals are invited to attend or submit reports. At three points throughout the year (end of Term 2, 4 and 6) an EHCP Target Review is completed to review progress towards the short term targets. This review document is shared with parents.

Further information about EHCPs can be found as part of the Swindon Local Offer (<https://localoffer.swindon.gov.uk/home>).

# The Graduated Approach



## SBC Graduated Response to SEN and Core Standards Flow Chart



# Extra highlights in 2025 for SEND children at Lawn Primary:

We were donated 65 tickets for the SEND circus performances of Circus Starr in September. These were distributed to SEND children and their families and they had a great time.



A free cycling taster session was offered to all SEND children at the end of September. Several families attended the session at Moredon Sporting Hub and had a great time – two children learnt to ride a bike for the first time. There are many different types of cycles available to use there and it is a great facility for Swindon.



September also saw the start of our involvement in the PINS Project. This is a project, which runs from Sept 2025 to March 2026, focuses on helping schools to provide for the needs of Neurodiverse children. There has been two parent coffee mornings so far with another arranged for the near future. There has been lots of staff training offered and uptaken, and the PINS staff are due to attend staff meetings and TA training sessions over the coming months. There was also a visit from the Autism Experience Bus which was a real eye opener for many of the staff who experienced it.



Coming for 2026: We have arranged for a PETS as Therapy Dog called Buddy to attend the school once a month to work with selected SEND pupils. Initially this is on a trial basis.





## **The inclusion of parents and carers in the process**

We believe working alongside and in partnership with parents is key, so we welcome regular discussions and have an open-door approach. All the staff are involved in monitoring the children's progress carefully and interventions are put into place to support any child that needs support or challenge beyond usual class adapted teaching. Parents and carers are fully involved in this process too as this way of partnership working is vital. The school holds parents and carers review meetings for all parents in the Autumn and Spring terms. More regular meetings are instigated by both parents and staff if the need arises. The school actively uses the Swindon Core Standards, Early Help Process and Team around the Family meetings to identify need, share information and work closely with families and other professionals.

We are always happy to discuss your child with you - a member of staff is usually available after school or appointments can be made at the School Office.

Annual reports to parents are completed in July each year and detail attainment and progress, as well as attitudes to learning and behaviours in the classroom.

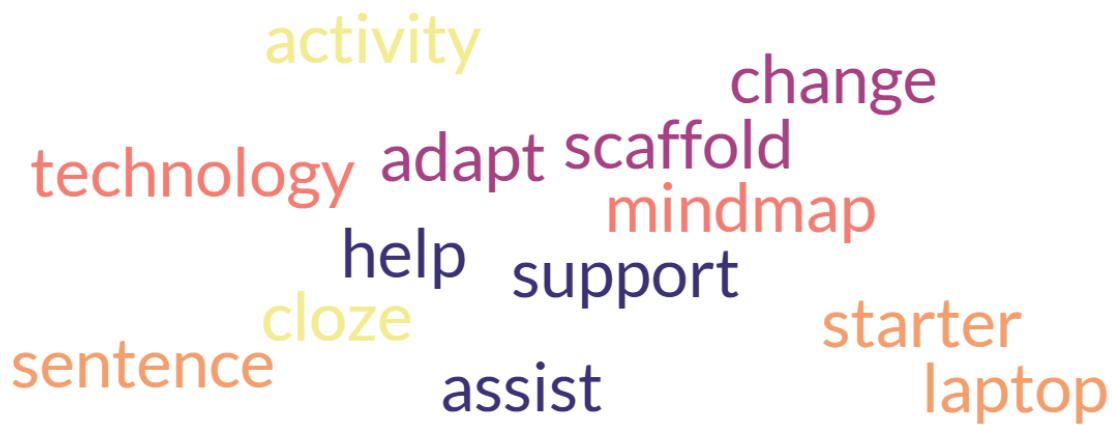
In some circumstances, we will, in agreement with you, set up additional communication sessions or home-school books to help support your child and ensure you are aware of their presentation in school more regularly.

We sometimes offer parent drop-in sessions to look at show cases of children's learning in class, meet the teacher more informally or parent information sessions about how we teach and how you can become involved at home.

We also offer SEND Coffee mornings and workshops on a range of subjects and topics, in order to help you support your child. During 2025 - 2026 we have been part of the PINS project so there are additional meetings and training sessions available.

Most support plans detail how you can help your child at home to reach their specific targets. From September 2026 we are going to ask for your comments about the support plan that your child is working on so watch out for that and add your input.

There is a large amount of parent information on the school website: <https://www.lawn-pri.swindon.sch.uk/>. The SENCo has written advice sheets looking at many areas of need (reading, writing, spelling, maths, handwriting etc) and how you can help your child to progress. If you would like a copy of any of these then please contact the SENCo.



### **How do we adapt the curriculum?**

We offer a broad and balanced curriculum for all children and young people including those with SEND. Teachers are responsible for the progress of all children and lessons are scaffolded or adapted appropriately to ensure access to the curriculum for everyone. Staff also put in place strategies and resources to support where needed. Each class has a range of resources and manipulatives to help children complete their tasks. Children are encouraged to independently access these strategies and collect equipment to help them. Some children will need more assistance with this than others.

The school provides many intervention programmes, in addition to the core curriculum, to boost and support children's learning. Children who have been identified as having special educational needs receive additional targeted support aimed at enabling them to make progress, in order to close the learning gap with their peers or, if currently working below their year group level, to make progress at a suitable rate to their needs. The amount, type and frequency of support will depend on the needs of the child. Sometimes this will be done in class, either by the class teacher or the teaching assistant. Sometimes the child might be learning using a specific programme either 1:1 or in a small group, which may be completed outside of the classroom. The SENDCo works to support, monitor the impact of and advise with this work. Details of these interventions and strategies are detailed on the pupil's individual support plan document and there may be reference on here of work that you, as parents/carers, can complete at home to support a specific intervention.

These interventions may support a particular aspect of learning such as reading and comprehension or maths and we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem. Please see the Family Support and Nurture page of the website for more information.

## **What expertise can we offer?**

Teachers have regular meetings where there is a culture of sharing knowledge in order to improve practice and make further developments. Teachers share their expertise, lead subjects and become involved in discussions about protocols. The SENDCo attends these meetings and ensures there is a focus on SEND practice each time and a consideration of the SEND needs is always taken into account.

All of our TAs receive regular professional development sessions to keep them up to date with the needs of the children they work with, under the direction of the class teacher and the SENDCo, to undertake and carry out any assessments or interventions as identified.

Staff training is undertaken in various aspects of SEND, according to the current needs of the SEND children, to ensure that the provision made and support given to pupils is appropriate and effective. This may be in-house or via external courses / providers. During the last academic year there has been training for TAs on Supporting Reading, Supporting Writing, Reducing the Cognitive Load, Managing Challenging Behaviours, The Zones of Regulation and The May I Join You Approach. There has also been Safeguarding Updates and also visits to Alternative Provisions and other sites for some staff.

The training needs of staff are reviewed as part of the process of continuing professional development in school.

Training may take the form of attendance at external courses on particular themes or is offered through in-house training run by the SENDCo, pastoral lead or other specialists from Local Authority agencies we work alongside. We also subscribe to the National College which offers a wide range of online training opportunities.

We work alongside a range of charitable and voluntary services to the advantage of young people and their families.

In addition, close liaison with Health and Social Care enables us to ensure that all aspects of a child's identified needs can be supported.

Children with SEND needs may or may not be included in the Early Help Conversation Process and there may be regular TAF (Team Around the Family) Reviews.

**EVERY DAY IS A  
LEARNING DAY FOR US ALL!**

# Attainment of Pupils with SEND

## Attainment of Pupils with SEND

### EYFS Attainment

	Number of children achieved GLD
EHCP Pupils (1)	0
SEN Support Pupils (3)	2

### Reading in Years 1-5

Year Group	Number of SEN Children (EHCP and SEN Support)	% at EXS July 2025	% at GDS July 2025	Number of EHCP Children	% at EXS July 2025	% at GDS July 2025
1	8	37	0	2	0	0
2	8	12.5	0	1	0	0
3	12	25	0	4	0	0
4	14	43	0	1	0	0
5	14	36	0	1	100	0

### Writing in Years 1-5

Year Group	Number of SEN Children (EHCP and SEND Support)	% at EXS July 2025	% at GDS July 2025	Number of EHCP Children	% at EXS July 2025	% at GDS July 2025
1	8	25	0	2	0	0
2	8	12.5	0	1	0	0
3	12	0	0	4	0	0
4	14	7	0	1	0	0
5	14	7	0	1	0	0

### Maths in Years 1-5

Year Group	Number of SEN Children	% at EXS July 2025	% at GDS July 2025	Number of EHCP Children	% at EXS July 2025	% at GDS July 2025
1	8	62	0	2	50	0
2	8	25	0	1	0	0
3	12	16	0	4	0	0
4	14	50	0	1	100	0
5	14	0	7	1	0	0

## Y1 Phonics Results

### June 2025 Results

Total Number of Year 1 Children taking the test (including SEND)	Number of Y1 Children who passed	Number of Y1 SEND Children taking the test	Number of Y1 SEND children who passed	Number of Y2 children taking the retest (including SEND)	Number of Y2 children who passed the retest	Number of Y2 SEND children taking the retest	Number of Year 2 SEND Children who passed the retest
59	50	7	5	12	8	7	3

## Year 4 Multiplication Check Results

### June 2025 Results – Pass is a score of 25/25

Total Number of Year 4 Children taking the test (including SEND)	Number of Children who passed	Number of SEND Children taking the test	Number of SEND Children who passed	Average score for all children	Average score for SEND Children	Range of SEND Scores
60	13	14	0	19.6	11.7	8-17

## 2025 Y6 SATS Results

	<b>Number of SEND Support</b>	<b>% achieving the expected standard</b>	<b>% achieving the higher standard</b>
<b>Reading</b>	<b>8</b>	<b>25</b>	<b>25</b>
<b>Writing</b>	<b>8</b>	<b>62</b>	<b>0</b>
<b>Maths</b>	<b>8</b>	<b>50</b>	<b>0</b>
<b>Grammar</b>	<b>8</b>	<b>37</b>	<b>12</b>

	<b>Number of Children with EHCP</b>	<b>% achieving the expected standard</b>	<b>% achieving the higher standard</b>
<b>Reading</b>	<b>9</b>	<b>22</b>	<b>11</b>
<b>Writing</b>	<b>9</b>	<b>22</b>	<b>0</b>
<b>Maths</b>	<b>9</b>	<b>44</b>	<b>0</b>
<b>Grammar</b>	<b>9</b>	<b>33</b>	<b>0</b>

	<b>Number of Children</b>	<b>% achieving expected standard or higher in Reading, Writing and Maths</b>	<b>% achieving higher standard in Reading, Writing and Maths</b>
<b>Children with EHCP</b>	<b>9</b>	<b>11</b>	<b>0</b>
<b>Children with SEND Support</b>	<b>8</b>	<b>50</b>	<b>0</b>

## **How do we know if SEND provision is effective? – the monitoring of progress**

The aim of support given to children with SEND is to ‘diminish the difference’; to reduce the gaps between learners with SEND and their peers by having high aspirations through quality first teaching and ordinarily available provision in the classroom. All class teachers plan carefully, and are effective, in achieving the highest standards of teaching for their pupils.

We follow the Graduated Response (assess, plan, do, review) model to ensure individual progress has been effective.

Monitoring progress is an integral part of teaching and leadership within Lawn Primary and Nursery School. Children are assessed at three points per each academic year using a range of tests such as PIRA for Reading or Youngs for spellings, as well as teacher assessment. If the child has very high needs and cannot access these assessments, then we may make a judgement using more specific SEND assessment tools such as the Pre-Key Stage Standards or The Engagement Model. The progress of all children/young people is tracked throughout the school using an online tracking system called INSIGHT. This data is analysed regularly during Pupil Progress meetings attended by teachers and Senior Leaders and an overview fed back to the Governors.

In addition, for children with SEND, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and identify what we need to do next. We evaluate this progress against each individual child’s flightpath.

Children on the SEND register have 3 x yearly support plan reviews – these are shared with parents.

Children with an EHCP have 3 x yearly EHCP target reviewed – these are shared with parents. These children also have an Annual Review (Six Monthly if under 5 years of age) where parents, relevant staff and outside agencies are asked to attend a meeting or submit a report / comments to review progress and check the documentation is still correct and relevant.

The SENDCo continually champions SEND pupils and SEND practice at Staff Meetings, Leadership Meetings and throughout the school day.

The SENDCo meets regularly with the SEND Governor to discuss SEND provision.

During the Summer of 2023, our Dyslexia Friendly Schools Award came up for renewal. We completed the resubmission of evidence and a re-verification visit was completed. The outcome from this was that we were given the award again. This remains valid for the next three years.

Information about all children is gathered on a system called CPOMS. This is a way of recording and sharing information in order to ensure all staff are aware of pupil needs.

## **How are children and young people with SEND helped to access activities outside of the classroom?**

Around the school we have bright and welcoming learning spaces, where groups of children can receive tailored intervention work, to help them progress in their learning. We have identified areas which offer a calm and quiet place for those times when children need to take time out of the busy classroom either to talk or just to take a break.

These spaces may be desk areas just outside the classroom or specific areas for SEND pupils to be taken to. We have:

- The Woodland Room (a sensory and intensive play space for children with very complex needs)
- The Rainforest Room (a breakout space mostly for KS1 / lower KS2 children)
- The Orchard Room (a breakout space mostly for upper KS2 children)
- A Breakout Space (near Reception Class for quiet, small group work)
- A Sensory Room (with lights, a bubble tube, trampoline and soft play)
- A Nest (a quiet place for interventions)
- A Nurture Room (where ELSA is completed)
- A Meeting Room (where interventions requiring a quiet place can take place)
- Various other spaces that can be used for time away from class or for interventions.

Some children visit these areas on a regular basis as part of their curriculum vision, others visit on a more adhoc basis when needed. Other areas in the school such as the library, hall etc can also be used as spaces to withdraw to if time away from the classroom is needed or they need a movement break. Some children also complete a “job” each day as part of this movement break / heavy work.

Some children have a “base” outside of the classroom where they are supported and complete the majority of their work. They always have a space inside the classroom to ensure they still feel part of that entity, and are encouraged to be in class as much as possible, with support if needed.

We endeavour to include all children and young people in clubs, activities and trips following risk assessments and reasonable adjustments where needed and in accordance with our duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen. Sometimes it is appropriate to adapt the activity to meet the needs of the SEND pupil and sometimes parents may be asked to attend in order to support their child. It may be appropriate for the parents/ carers to transport their child to the venue so there is the flexibility to leave if needed.



## **How are the children / learners involved in the process and how do we listen to their views?**

Pupils who have a higher level of SEND need are asked their views as part of an EHCP application process and as part of the Annual Review, if this is able to be expressed by them. Sometimes the child will attend the meeting.

If there is a Team Around the Family Meetings then the child will be asked for their input of what is going well / not so well.

For other SEND children, a Pupil Voice exercise is carried out to find out their thoughts around their school experience and any additional help that they receive.

SEND children, and all children at Lawn, can share their feelings, thoughts and opinions in a range of ways. These include:

- Talking to any adult at any time
- Putting thoughts in the class worry box
- Stating their thoughts during classroom monitoring visits
- Stating their thoughts during subject pupil voice gathering exercises
- Telling a member of School Council their ideas and opinions
- Asking parents to communicate an idea or thought for them
- Being involved in a range of surveys and information gathering exercise throughout the year

# Mental Health & Wellbeing

## What do we do to support the emotional and social wellbeing of children with SEND?

For children with SEND we use the Zones of Regulation to teach all learners about their emotions and how to cope with changes in these. We ensure they know that it is okay to feel colours other than green (and that we all do sometimes) and we teach them strategies to help them get back to green if they feel red, yellow or blue.

All children have the opportunity to share their views through the annual Keeping Safe survey and we encourage all children to talk to a trusted adult if they have a problem.

The Pastoral Team work closely with children with social, emotional or behavioural difficulties to enable them to feel safe, happy and supported in the school environment. Some children and families have lots of contact with this team and have targeted interventions from our trained ELSA specialists or are referred to other agencies for additional support and help.

Bullying is not tolerated, and procedures followed can be found in our Behaviour Policy and our approach in our Anti-Bullying Policy which can be found on the School website and is available as a paper copy from the School office if required. We complete activities each year relating to Anti-Bullying Week and World Mental Health Day / Childrens' Mental Health Week.

Around the school we have information on display about organisations that can help and trusted adults around the school.

In individual classrooms there are 'worry envelopes' which children are encouraged to use.



<https://zonesofregulation.com/>

# STARTING OR LEAVING SCHOOL

## **Joining the school and moving on – how we support transition**

We encourage all new children to visit the school before starting to get a flavour of our school community and the provision we offer.

We have created a social story for all children starting at the school – ask the office for a copy of this.

For children with SEND a meeting with the SENDCo is always recommended.

Children are encouraged to undertake a classroom transition visit “try out” session before starting at our school.

Some children benefit from a staggered start at our school. This will be discussed with you at time of joining.

At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. If this is to a new school then the CPOMS record will be shared with the new setting.

There are move-up sessions for each year group at the end of each year to support transition. Each child, whether SEND or not, has a transition document, detailing specific provision needed, which is passed to the next teacher. There are also teacher to teacher handover meetings organised once new classes and staffing have been finalised at the end of the academic year.

Some children need additional transition booklets to refer to over the summer break. These are created and discussed with the child and parents. They may need extra transition visits too.

At the end of Year 6 pupils move on to new settings. Year 6 children transferring to local Secondary Schools have the chance to visit the new school. Representatives from the Secondary Schools visit to talk with the children. Extra transition visits may be arranged too. This is co-ordinated by the SENCo in conjunction with the SENCos from the secondary schools.

The SENDCo and Year 6 teachers and a member of the Pastoral Team liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff.

All relevant documents and details of provision are sent onto the receiving school.

Additional meetings are arranged for those children who may require more than one visit prior to transfer.

## **Feedback and complaints**

At Lawn Primary and Nursery School we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Phase Leader, Head teacher and/or SENDCo to discuss the concern.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Head teacher and follow the Swindon LA procedure in the first instance. Please see Lawn Primary and Nursery School's Complaints Policy on the policy page of the website for more details.



## **Useful Links for Parents for more Help and Advice**

Details the Local Offer for Swindon

<https://localoffer.swindon.gov.uk/home>

The SEN Code of Practice issued by the government is available at

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

Swindon SEND Family Voice- Gives advice and support to parents.

<https://swindonsendfamiliesvoice.org.uk>

Swindon SEND Information and Advice Service, SENDIAS

[https://www.swindon.gov.uk/info/20050/educational\\_support/766/sias -  
\\_swindon\\_send\\_information\\_advice\\_and\\_support\\_service](https://www.swindon.gov.uk/info/20050/educational_support/766/sias_-_swindon_send_information_advice_and_support_service)

## **Related Policies – see school website (hard copies can be supplied upon request)**

SEND Policy

Inclusion Policy

Admissions Policy

Accessibility Plan

Teaching and Learning Policy

Assessment Policy

Anti-Bullying Policy

Equality Policy and Objectives Plan

**If you have any needs yourself as a parent and would like help to access this report then please contact the SENCo. Also if you have English as an additional language and would like the detail to be translated then let us know and we will do our best to do so. If you have any questions or queries about this report then please feel free to contact any of us.**

## Personnel

Headteacher : Mrs Lindsay Wood

Deputy Head and Safeguarding Lead : Emma Jelley

SENDCo : Mr Charlie Berry

SENDCo Assistant for Early Years : Shelley Ibrahim

SEND Governor : Mr Russell Hall

Family Support and Nurture Team : Jenny Cannon and Sabi Sanghera

ELSA Team : Jenny Cannon and Tanya Sanders

### Senior Leadership Team



Mrs L Wood -  
Headteacher and  
Deputy designated  
safegusrding lead



Miss E Jelley - Deputy  
Headteacher and  
Designated  
safeguarding lead



Mr C Berry - Special  
Educational Needs and  
Disabilities Co-  
ordinator



Mrs L Stokes - School  
Business Manager



**Useful abbreviations and acronyms, used within Special Educational Needs**

**SEND – Special Educational Needs and Disability**

**SENCo – Special Educational Needs Coordinator**

**EHCP – Education Health and Care Plan**

**EHCNa – Education and Health Care Needs Assessment**

**SEMH – Social Emotional and Mental Health**

**OT – Occupational Therapy**

**SCID – Social Communication and Interaction Difficulties**

**SALT – Speech and Language Therapy**

**EHR – Early Help Record**

**EP – Educational Psychologist**

**IPP – Individual Play Plan**

**ISP – Individual Support Plan**

**HNF – High Needs Funding**

**SIASS - Special Educational Needs & Disabilities Information Advice & Support Service**

**SMART – Specific, Measurable, Achievable, Realistic and Timed**

**CI – Communication and Interaction**

**CL – Communication and Language**

**VI – Visual impairment**

**HI – Hearing impairment**

**ELSA – Emotional Literacy Support Assistant**

**EHC – Early Help Conversation**

**TAF -Team around the Family**

**EXS – Expected Standard**

**GDS – Greater Depth Standard**

**Ask Mr Berry or your Class teacher if there is an abbreviation or acronym  
you would like clarified.**