



SWANNINGTON CofE PRIMARY SCHOOL

SEND Information Report 2026-2027

Adopted by LGB of Swannington CE Primary School on:

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SEND Information Report

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1. Introduction and school context

Swannington C of E Primary School is a fully inclusive school where every pupil is valued, respected, and supported to access a broad and balanced curriculum. We celebrate diversity and recognise that all pupils, including those with SEND, have the right to high-quality teaching and opportunities to thrive.

Our staff team is highly skilled in identifying and supporting pupils with SEND. As of Autumn 2026, 19% of pupils (14 children) are identified as having SEND, across the following areas of need:

- 29% Cognition and Learning
- 21% Communication and Interaction
- 21% Physical and Sensory
- 29% Social, Emotional and Mental Health

This profile reflects a broad range of needs and informs our whole-school approach to inclusive practice.

2. What types of SEND does the school provide for?

Swannington C of E Primary School admits pupils with SEND on the same basis as all other pupils. We do not discriminate on the grounds of disability and make reasonable adjustments to ensure full access to education.

Where a pupil has an EHCP naming the school, they will be admitted unless, after reviewing the plan, the school and local authority agree that needs cannot be met safely or appropriately, and admission would be an inefficient use of resources.

3. Who should I talk to about my child's SEND?

Your child's class teacher is responsible for:

- Checking your child's progress
- Planning and delivering differentiated learning
- Providing personalised teaching
- Ensuring the SEND Policy is implemented in their classroom

The SENDCO, Rachael Maybury, leads the day-to-day management of SEND provision. If your concerns cannot be resolved by the class teacher, please contact the school office to arrange an appointment with the SENDCO.

4. What should I do if I think my child has SEND?

If you have concerns about your child's progress or development, speak to their class teacher first. They will:

- Discuss your concerns
- Review current support and interventions
- Consult with the SENDCO to determine whether SEND support is required

If SEND support is needed, you will be invited to a meeting to discuss provision and next steps.

If you continue to have concerns after speaking with staff, please contact the SENDCO directly via the school office.

To explore wider support, visit the Leicestershire Local Offer:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

5. How will the school know if my child needs SEND support?

Pupils may be identified as having SEND through:

- Information shared on admission
- Transition information from previous settings
- Class assessments

- Staff concerns about underachievement
- Data analysis (reading assessments, screeners, termly assessments)
- External agency involvement

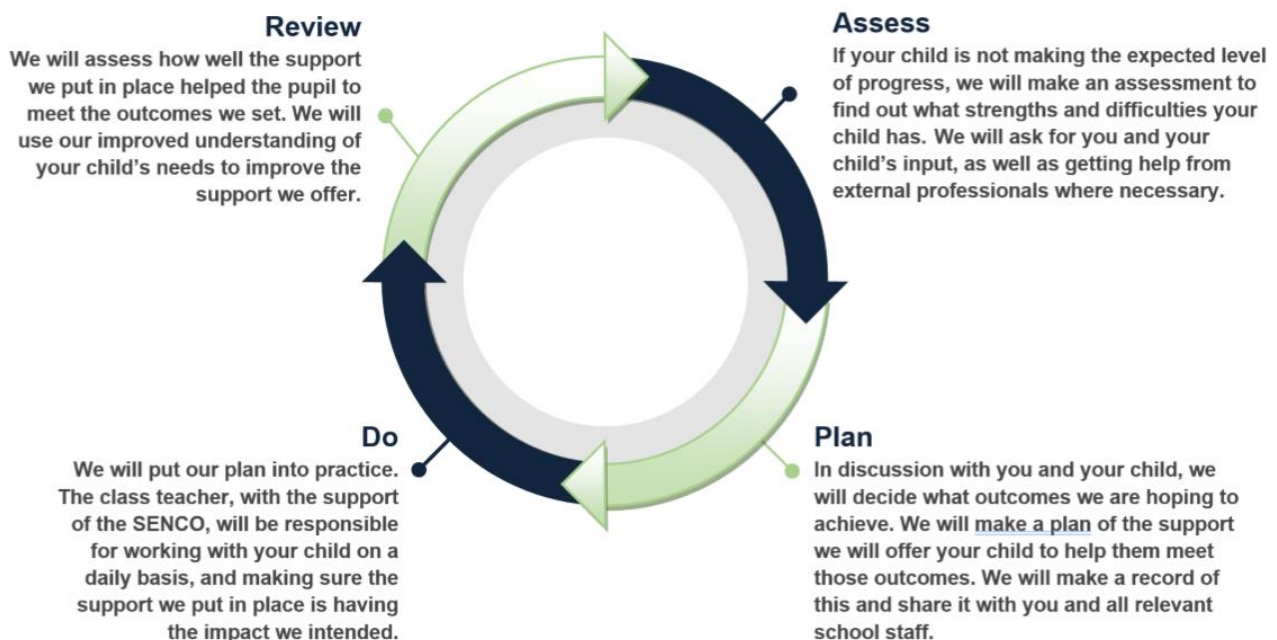
If concerns arise, the SENDCO will contact you to discuss an action plan and proposed provision.

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

We follow the graduated approach: Assess → Plan → Do → Review

- Baseline assessments are completed before interventions begin
- Outcomes are set collaboratively
- Progress is tracked over time
- Provision is adapted based on what works best for your child

This cycle ensures support remains responsive and effective.



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

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

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

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

You will receive an annual report and meet with your child's class teacher at least three times a year to:

- Set clear outcomes
- Review progress
- Discuss support

- Agree shared responsibilities (school, parent, pupil)

The SENDCO may attend these meetings where needed.

We recognise you as the expert on your child and value your insight in shaping their provision.

Records of agreed actions will be shared with relevant staff and provided to you.

If concerns arise between meetings, contact the school office or email:

office@swannington.risemat.co.uk

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

Your child's involvement will depend on their age and needs. We may ask them to:

- Attend review meetings
- Share their views verbally or through drawings, writing, or video
- Complete a pupil voice survey
- Discuss their views with a trusted adult who can represent them

Pupil voice is an important part of SEND reviews and pupil profiles.

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

Teachers use adaptive teaching strategies to ensure learning is accessible. This may include:

- Pre-planned adaptations
- Adjustments during lessons
- Small-group or scaffolded learning
- Changes to the learning environment or curriculum based on individual needs

Adaptations are personalised and reviewed regularly.

10. How will the school ensure my child is included in activities?

All pupils, including those with SEND, are encouraged to participate in:

- Extra-curricular clubs
- School trips and residentials
- Sports days
- Performances
- Workshops and local visits

No pupil is excluded because of SEND or disability. Where needed, reasonable adjustments and risk assessments ensure safe and meaningful participation.

11. What support is available during transitions?

Between Classes

To support transitions within school, we:

- Arrange meetings between current and next teachers
- Provide opportunities for pupils to meet their new teacher
- Offer parent meetings
- Create personalised transition booklets

Between Settings

For secondary transition:

- The SENDCO meets with the receiving school
- Needs and provision are discussed
- Pupils may receive additional transition sessions
- Preparation includes:
 - Practising timetables
 - Developing organisational skills
 - Addressing gaps in learning

Enhanced transition is available for pupils with higher levels of need or EHCPs.

12. What should I do if I have a complaint about SEND support?

If you have concerns about SEND provision:

1. Speak to your child's class teacher
2. Contact the SENDCO
3. Follow the school's Complaints Policy if concerns remain

SENDIASS offers free, impartial advice:

<https://sendiassleicestershire.org.uk>

<https://sendiassleicester.org.uk/>