



SEND Information Report for Nythe Primary School – September 2026

This should be considered alongside Excalibur Academies Trust SEND policy which is found on our school website or at www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENDCo

The SENDCo is: Miss Fiona Rowley

She will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

1.2 The SEND governor is Kerry Hussain.

The SEND governor will:

- Help to raise awareness of SEND issues at Academy Committee meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the SENDCo to determine the strategic development of the SEND policy and provision in the school.



1.3 The Principal is Mrs Gudrun Osborn

The Principal will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

2. SEND information

2.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils. We then hold termly pupil progress meetings and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.



Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The decision over whether a child will be added to the school's SEND register will ultimately be the responsibility of the SENCO. It will be based on a set of criteria, decided by the school. If the child meets 1 or more of the criteria below, they will be considered for the SEND register:

- The child is working at least 12 months behind in 2-3 of the 3 core areas (reading, writing, maths).
- The child is working at least 18 months behind in just 1 of the core areas. This could indicate a specific learning difficulty.
- The child requires support from external professionals e.g. the Speech and Language team, and their attainment, progress or emotional health is affected in this area. A child will not be automatically added to the register just because they are open to an external service.
- The child has a physical or medical condition which requires adaptation to the curriculum so they can access quality first teaching. For example, a child with epileptic absence seizures may require pre-teaching.
- The child has social communication difficulties or neurological difficulties (either diagnosed or undiagnosed) that affect their ability to access the curriculum, regulate their emotions/behaviour and/or socialise independently.
- If a child arrives from another school where they were on the SEN register, they will automatically be added to the school's register until the next review point.

Parents will always be informed if their child is on the school's SEND register, by means of a letter from the SENCO at least annually.

2.3 Consulting and involving pupils and parents

We value a close working relationship with parents and carers, as this is the key to supporting a pupil's needs. If we need to understand a pupil's needs in more depth, we may suggest co-writing an Early Help Assessment, which will look holistically at a child's strengths and difficulties. This may lead to termly Team Around the Child (TAC) meetings, where we work in collaboration on an action plan to support the child. In addition, parents and carers will receive a letter three times a year from their child's class teacher to explain what support is in place for their special needs, and how the child could be best supported at home to ensure maximum progress.

Class teachers are available to speak to parents and carers at the end of the school day most days, and the SENCO is available to contact by email or telephone.



Our children are involved in reviewing their own progress plans each term. We also regularly seek to collect feedback from our students, to ensure they are happy and learning effectively.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. We believe parental and pupil input is vital and these conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach to SEND support and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

2.5 Supporting pupils moving between phases and preparing for adulthood

We will always share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this, although safeguarding information will always be shared.

We have close working relationships with our local secondary school, The Dorcan Academy. Children in Year 6 will have several visits to the school during the course of the year. Miss Rowley will meet with the SENCO to share information on prospective pupils and to plan their support.



Miss Rowley will also liaise with the SENCOs of all secondary schools that children with SEND are transferring to. Children requiring additional transition visits will have these arranged. In some cases, One Page Profiles may be created to share information from the pupil's viewpoint. Miss Rowley may also offer guidance to parents in choosing the right school for their child's needs.

Children transferring from pre-school into Nythe Primary School's reception class will enjoy a transition period over two months, including fun events such as a picnic.

We ensure smooth transition annually between year groups with three days of transition for all classes. Additionally, teachers meet to complete a transition document to ensure all information is shared and recorded.

Children with SEND across the school may receive transition booklets with photos of their new teachers and classrooms in July 2026.

2.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. We make use of the EEF '5 a day' strategies (Explicit Instruction, Cognitive and Metacognitive strategies, Scaffolding, Flexible Grouping and Using Technology) to ensure all our learners have access to high quality teaching and that teaching is inclusive to all. We aim to ensure that our classroom environments are fully inclusive, with reasonable adjustments being made, on an individual basis, to ensure all needs are met.

We will also provide the following interventions:

- Wellcomm Speech and Language interventions
- Tailored and personalised small-group literacy/ numeracy support
- Sounds-Write Phonics and spelling interventions
- Precision Teaching for key mathematics skills
- Herts for Learning Reading Intervention
- Kinetic Letters Handwriting intervention
- Daily Readers
- Pastoral support (Emotional Literacy Support work)

2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Ensuring our curriculum is fully inclusive and tailored to ensure all pupils are able to access it. We make use of the EEF '5 a day' strategies (Explicit Instruction, Cognitive and Metacognitive strategies, Scaffolding, Flexible Grouping and Using Technology) to ensure all our learners have access to high quality teaching and that teaching is inclusive to all.
- Adapting our resources and staffing
- 'Small steps' approach Maths programme ('Can Do' Maths)
- Pathways to Writing scaffolded writing programme



- Providing concrete resources and manipulatives e.g. place value counters, Base 10 equipment etc and word/ sound cards
- Using recommended aids - coloured overlays, visual timetables, larger font, fidget toys, wobble cushions, ear defenders etc.
- Use of assistive technology – e.g. laptops for dictation/ immersive reader
- Adapting our teaching to the needs of different learners, for example, giving longer processing times, pre- and post-teaching of key vocabulary, reading instructions aloud, scribing, providing both visual and auditory instructions etc.
- Whole school approaches to working walls (including scaffolding techniques such as the addition of pictures to vocabulary, metacognitive questions to ensure children understand how to access the environment around them.
- Careful consideration of environment to limit sensory overload and ensure sufficient space at tables and individual workstations

2.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when providing a bespoke intervention (such as Precision Teaching).

Teaching assistants will support pupils in small groups when supporting pupils requiring a similar level of support or support in the same area.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist
- Community Paediatrics
- Paediatric (Occupational) Therapy
- The Cognition and Learning Service (Class, formerly the Dyslexia Outreach Service)
- TAHMS and CAMHs (mental health support)
- Speech and Language Therapy
- The Early Years Quality and Inclusion Team
- School Nursing
- SEMH Outreach Team

The SENCO will decide which services to refer a child to. Support is allocated on a priority basis, depending on the child's needs.

2.9 Expertise and training of staff

Fiona Rowley has 15 years of experience as a SENDCO and has undertaken The National Award for SENDCO (NASENDCO). Fiona is a full time SEND leader and she works full time across various primary schools in our academy trust. Fiona works at Nythe Primary School for 2 days a week on Mondays and Wednesdays.

She is part of an active network of SENCOs within the academy and is supported by Kate Hinks, Head of SEND for Excalibur Academies Trust. She is allocated 2 days a week to manage SEND provision at Nythe.

We have a dedicated team of approximately 6 teaching assistants who are trained to deliver SEND provision. Our teaching assistants receive weekly training from the SENCO, in addition to longer sessions on TD days.



Our Pastoral Lead, Mrs Peach, works with individuals and small groups each day who need additional support with their social and emotional needs. She is a qualified Emotional Literacy Support Assistant (ELSA).

2.10 Securing equipment and facilities

There is an annual SEND budget in order to purchase equipment and facilities. We also have a very supportive Parent and staff Association (FONS) who raise vital funds in order for us to secure further resources.

2.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires and 'pupil voice' discussions
- Monitoring of IEPs by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

2.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day, sports events, school plays, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.



As we are a small school, we are able to put in place personalised plans for the admission of any pupils with specific disabilities and the support that will be provided.

The school's accessibility plan can be found on our website. This is reviewed annually by the SENCo and SEND link governor.

2.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- A variety of programmes are utilised (for example social Stories as well as more person-centred holistic support for emotional and social needs).
- We have a zero-tolerance approach to bullying and run an annual 'Anti-Bullying Prevention Week'
- Neurodiversity is celebrated

2.14 Working with other agencies

We work closely with external agencies to support children with SEND. We have 'Solution Surgeries' with our link Educational Psychologist, in which teachers have the opportunity to discuss individual children, and receive guidance, support and practical strategies on how best to support them. These conversations may then lead to referrals to other agencies and services if that is deemed appropriate. The SSENs team also provide training for staff which we utilise to support staff CPD.

2.15 Contact details for raising concerns

If parents have any concern about their child's learning or progress, parents are encouraged to speak to their child's class teacher and in addition, we run regular drop in sessions with the school's SENDCo. If concerns persist, parents can speak with the SENDCo Fiona Rowley or the Principal, Gudrun Osborn.

2.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. If the issue is still not resolved following this conversation, parents can raise their complaint with the Principal who will aim to reach a resolution. Following this, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



Contact details of support services for parents of pupils with SEND

When required, we will always try to signpost parents to appropriate available support services in the local area. Below is a list of some of the support services available to parents and carers of pupils with SEND.

Swindon SIAS are available to support parents:

https://www.swindon.gov.uk/info/20050/educational_support/766/sias_-_swindon_send_information_advice_and_support_service

Parents and carers may also wish to seek support from Swindon SEND Families Voice (SSFV) or from SAM (Swindon Advocacy Movement).

2.17: The local authority local offer

Our local authority's local offer is published here <https://www.swindon.gov.uk/sendlocaloffer>

2.18 Our school local offer

Our approach to provision with SEND is outlined throughout this report. Please find our whole school provision map on the website, detailing more of our inclusive strategies, as well as interventions.

3. Monitoring arrangements

This information report will be reviewed by Miss Fiona Rowley, the school's SENDCo, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

4. Links with other policies and documents

This policy links to other policies:

- Excalibur SEND policy
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions