



CASE STUDY: IMPROVING SEND PROVISION AT SWINDERBY ALL SAINTS C OF E PRIMARY SCHOOL

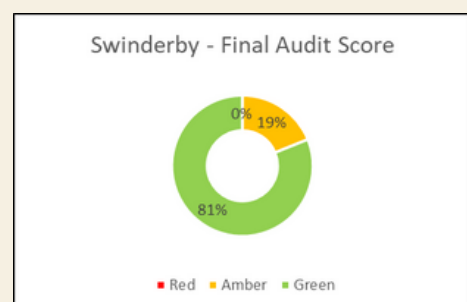
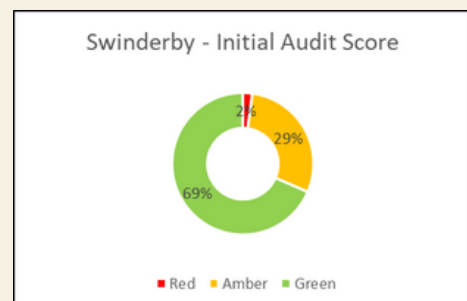
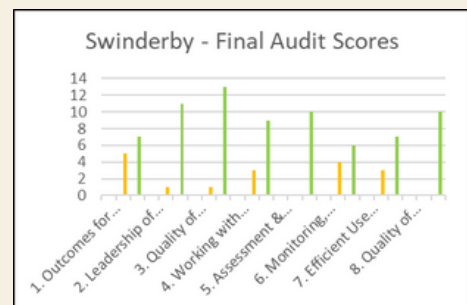
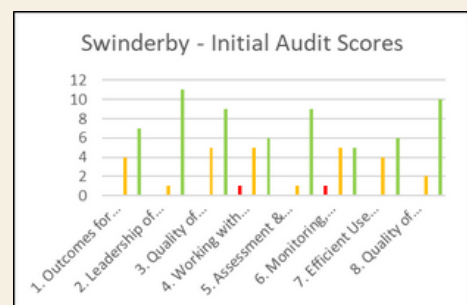
Swinderby All Saints CofE Primary School participated in the Lincolnshire SEND Project (LSP) in 2023-24. The school has 91 children on roll across four classes. There are 19 children on the SEN Support register and 7 children have EHCPs. Communication and Interaction and SEMH are the predominant needs of children. Attendance of children with SEND is higher than whole school attendance.

CHALLENGES

Swinderby All Saints Primary School faced a few challenges in supporting pupils with SEND:

- **Maximising Outcomes:** Ensuring that school strategies effectively improved the progress and attainment of children with SEND.
- **Transition Support:** Developing effective transition arrangements to aid children with SEND in moving smoothly to the next stage of their education.
- **Curriculum Adaptation:** Adapting whole school curriculum plans to make them accessible and suitable for all pupils, including those with SEND.
- **Parental Engagement:** Strengthening communication and collaboration with parents to create shared, personalised strategies for student success.

- **Resource Allocation:** Addressing the challenges of funding and increased needs, while maintaining effective deployment of staff and interventions.
- **Assessment and Tracking:** Refining assessments to accurately identify needs, inform classroom practice, and effectively track progress.
- **Learning Environment:** Optimising physical spaces to enhance the learning experience for all pupils.



IMPACT AND ACTIONS TAKEN

Swinderby Primary School implemented a series of strategic actions to address these challenges:

- **Evaluating and Planning:** Regular reviews of strategies improved outcomes for children with SEND. SENCO attended pupil progress meetings to set focused actions.
- **Transition Support:** Year 6 teacher led extended transition activities, with the SENDCo starting discussions earlier to support smooth transitions.
- **Curriculum and Staff Development:** Curriculum plans were adapted with input from subject leaders, SENDCo, and the headteacher. Staff were trained on setting effective targets.
- **Parent Collaboration:** Regular meetings and a parent questionnaire improved communication and planning for personalised strategies.
- **Resource Improvements:** A new sensory area and specialised resources, like wobble cushions and talking tins, supported student needs.
- **Targeted Interventions:** Programs like dyslexia support and Precision Teaching were introduced, with regular reviews to ensure effectiveness.
- **Assessment and Tracking:** MAPPS was implemented to track progress. Low-stake quizzes and end-of-term assessments helped monitor student understanding.
- **Learning Environment:** A new sensory space and optimised classroom setups created better learning experiences.

TRAINING

SEND Leadership - 1 day (1 place)	Yes - 1
SENCOs - 2 days (1 place)	Yes - 1, 1
Middle Leaders - 2 days (2 places)	Yes - 1, 1
Teachers - 12 sessions (4 places)	11/12 - 18

RESULT AND BENEFITS

These targeted actions yielded several positive outcomes and benefits:

- **Better Student Outcomes:** Improved progress and attainment for children with SEND.
- **Smooth Transitions:** More effective support for pupils moving to the next educational stage.
- **Skilled Staff:** Increased teacher confidence and expertise in supporting SEND pupils.
- **Stronger Parent Partnerships:** Enhanced collaboration with parents led to better personalised strategies.
- **Effective Use of Resources:** Sensory areas and adaptive classroom designs boosted student engagement.
- **Accurate Tracking:** MAPPS and new assessment methods provided clear progress tracking.
- **Sustainable Support:** Ongoing evaluation ensured interventions remained effective and resourceful.

FEEDBACK FROM SIAMS INSPECTION APRIL 2024

"Swinderby is an inclusive school. Every pupil is known and valued as a child of God." "This is a fully inclusive community which cares deeply." "As a result of the vision, highly effective curriculum partnerships have been actively sought and established. These are providing expertise and support for all. Consequently, SEND pupils and those deemed vulnerable are flourishing." "The Christian vision shapes the curriculum in response to the school's context. Consequently, the needs of special educational needs and/or disabilities (SEND) pupils and the most vulnerable are met within a culture of kindness and high aspiration for all."

CONCLUSION

The Lincolnshire SEND Project at Swinderby Primary School successfully improved support for pupils with SEND. By refining strategies, enhancing transitions, and strengthening staff skills, the school boosted student outcomes and built stronger parent partnerships. Targeted interventions, better assessments, and optimised learning environments created a more inclusive experience. Swinderby Primary School is now better equipped to support all pupils in reaching their full potential.