Swallow Dell Primary and Nursery School

Quality Offer

Policy Sign off

Approved by:	Mr James Berry Headteacher Ms Lesley Hollinshead Chair of Governors	**Date: 16 September 2026**
Last reviewed on:	September 2026	
Next review due by:	September 2027	

The Governing Body of Swallow Dell Primary & Nursery School has agreed to adopt the Herts County Council Model.

The SEND code of practice: 0 to 25 years says all schools and settings must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1).
- Use their best endeavours to make sure that a child or young person with special educational needs (SEN) gets the support they require.
- Appoint a Special Educational Needs Coordinator (SENCO) who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Coordination within three years of appointment. (This does not apply to 16 to 19 academies).
- Take steps to ensure that children and young people with medical conditions get the support required to meet those needs. (5.11 and 6.11).
- Publish, and update at least annually, an SEN information report (6.79)
- Publish their arrangements for the admission of disabled children and young people, the reasonable adjustments being made to prevent them from being treated less favourably than others; the facilities provided to enable them to access the school and their accessibility plan showing how they plan to improve access over time.
- Co-operate with the local authority in the Education, Health and Care plan review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4).

Outcome 1: At Swallow Dell we provide high-quality provision that meets the needs of children and young people with SEND through:

- High-quality teaching that is differentiated and personalised (6.37)
- fully including children and young people and their families in the life of the school
- responding to the particular needs of children and young people with SEND in specific circumstances, including children looked after (10.0)
- having a clear approach to identifying those who require SEN support at the earliest point (6.14)
- using a graduated approach, in the form of a four-part cycle of 'assess, plan, do and review', through which decisions and actions are made, revisited, refined and revised (6.44)
- removing barriers to learning and putting effective SEN provision in place(6.44)
- evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment (1.34)
- using provision mapping and management to maintain an overview of the provision and interventions used with different groups of pupils, providing a basis for monitoring (6.76 and 6.77)
- ensuring the SENCOs, working with senior leaders and the governing body, determines the strategic development of SEND policy and provision (6.87)
- evaluating the effectiveness of special educational provision, through normal school improvement systems (4.32)
- strategically planning professional development to secure enhanced expertise, for all staff working regularly with children and young people (4.32).

Outcome 2: Swallow Dell improves short and long term outcomes for children and young people with SEND through:

- promoting high expectations and ensuring all children and young people achieve their best (6.1)
- ensuring teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (6.4)
- developing the effectiveness of teaching and learning through the monitoring and self-evaluation approaches used in the school (6.74)

- ensuring the graduated approach fully engages with children, young people, and their families, and clearly evidences progress towards outcomes though our person centred Assess, Plan, Do Review process
- supporting the social and emotional development and the mental health of children and young people, including providing extra support for listening to the views of children and young people and measures to prevent bullying (4.32).

Outcome 3: Swallow Dell communicates sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:

- ensuring that children and young people and their families have fully participated in discussions and have a sense of co-ownership of desired outcomes
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff. (6.71)
- informing parents when they are making special educational provision for their child (6.43)
- arranging meetings with parents at least three times each year, allowing sufficient time to explore the parents' views and to plan effectively. Meetings are, wherever possible, aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. (6.69).

Outcome 4: Swallow Dell manages resources for SEND through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money through:

- deploying the school's delegated budget and other resources. This may include Higher Needs Funding, and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan (6.9)
- regularly reviewing how expertise and resources can be used to improve the quality of whole school provision (6.3)
- managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. (6.77) ensuring we have a named Governor for SEND who has specific oversight of the school's arrangements for SEND (6.3).

Outcome 5: Swallow Dell works proactively and collaboratively to improve provision through:

- participating in the development and delivery of local services through DSPL5
- working with health and social care, local authority support services and voluntary sector organisations (6.79)
- agreeing actions that ensure successful transitions between schools, phases, year groups as appropriate and in preparation for adult life (6.42/6.57)
- cooperating with the local authority to respond to recommendations from all SEND strategy workstreams
- cooperating with the local authority to review and develop the Local Offer
- including the views and experiences of pupils, parents and others in regular review, monitoring and self-evaluation process.