

# The Swan School

## SEND Information Report

### May 2024



These pages set out information about our provision for children with special educational needs and disabilities (SEND). They are updated annually each September.

#### About our school

The Swan School is a mainstream secondary school providing for pupils with a wide range of special educational needs, including those with:

- **Communication and Interaction needs;** this includes pupils who have speech, language and communication difficulties, including autistic spectrum conditions.
- **Cognition and Learning needs;** this includes pupils who have learning difficulties, processing delays and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs;** this includes pupils who experience a range of social and emotional difficulties, including those with ADHD. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour.
- **Sensory and/or Physical needs;** this includes pupils who have visual or hearing needs or a physical disability that affects their learning.

#### Current Data (2023/2024)

- 137 students are on the SEND Register (15.9% of students in the school, compared to 17.3% of students nationally)
- 23 of these hold an EHCP (16.8% of SEND students, 2.7% of whole school population, compared to 4.3% nationally)
- 36.5% of SEND students are also pupil premium (compared with 21.3% of children in the school overall)

#### How is SEND split across the four broad areas of need in 23-24?

**The Four broad areas of need are:**

COMMUNICATION AND INTERACTION (39.4%, national average in 2023: 31.5%)

- ASC/ Autism
- Speech, Learning and Communication Needs (SLCN)

COGNITION AND LEARNING (35%, national average in 2023: 35.1%)

- Specific Learning Difficulties (SpLD)
- Mild to Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound Multiple Learning Difficulties (PMLD)

SOCIAL, EMOTIONAL AND MENTAL HEALTH (20.4%, national average in 2023: 19.5%)

- Children and young people with SEMH may have the following mental health difficulties: anxiety, withdrawn or feeling isolated, having challenging and disturbing behaviour, self-harming, depression, eating disorder, and substance misuse.
- This category also includes those with ADHD (hyperactive and inattentive).

SENSORY AND/OR PHYSICAL NEEDS (2.2%, national average in 2023: 5.2%)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

At the Swan School we have higher than average numbers of students with Communication and Interaction difficulties, and slightly higher than average SEMH. This is why we have an experienced and well-qualified Lead ALC leading on SEMH provision - if this is the area where the need is greatest, we need to allocate our resources effectively. Furthermore, we have a lot of involvement (weekly visits) from the communication and interaction team.

## **SEND department**

- The SEND department currently consists of the SENDCO (Fiona Morris), SEND administrator (Emily Kemp) and a team of 3 ALCs (Accelerated Learning Champions), including a Lead ALC, and 4 SSCs (Specialist Support Champions). We also have two school counsellors (Blanka Geszti and Sara Griffiths).
- The 3 ALCs are responsible for the day-to-day support of students including interventions and small group work, which can be focused on a particular subject area, SEMH or a specific individual need. Each ALC has an area of specialism, such as SEMH, Literacy or EAL, for example. The Lead ALC has additional responsibility for mentoring other ALCs/ SSCs and taking the lead in day-to-day support.
- The 4 Specialist Support Champions work 1:1 or 1:2 with specific students with high levels of additional need.
- We also have Roots, which is bespoke on-site provision for those students who find it difficult to access mainstream lessons. This is run by Rosie Kilpatrick and Cristiana Lignini. All of the students in Roots are also on the SEND register.
  
- Our Special Educational Needs Co-ordinator (SENDCo) is Fiona Morris She can be contacted on: 01865 416070 (weekdays except Wednesdays 8.30am-4.45pm), or alternatively please email [fiona.morris@theswanschool.org.uk](mailto:fiona.morris@theswanschool.org.uk).
  
- Our governor with responsibility for SEND is: Holly Joseph. She can be contacted on [hjoseph@theswanschool.org.uk](mailto:hjoseph@theswanschool.org.uk)
  
- Our SEND Policy can be found here: [The Swan School - SEND Policy](#)

## **How do we identify and give extra help to children with SEND?**

The school uses the Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings' in order to identify and support students with SEN.

The guidance sets out:

- How we identify if a pupil has a special educational need.
- How we assess pupils and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each pupil's needs.
- How we review progress, agree on outcomes and involve you and your child in this.

The school uses the graduated approach cycle of assess, plan, do, review in line with the SEND code of practice. We use SEND reviews three times yearly to ensure that this cycle is put into practice. This is carried out primarily by the Accelerated Learning Champions. Parent voice is also collected at this time.

Click here to read the Oxfordshire County Council guidance:

[https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/Compilation\\_FoundationYearsandPrimary.pdf](https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/Compilation_FoundationYearsandPrimary.pdf)

Click here to read the SEND Code of Practice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **How do we work with parents and children?**

We will always contact parents if we have a concern that a pupil may have a special educational need. We work closely both with pupils with SEND and their parents/carers in order to support SEND pupils with their learning, working together to agree on outcomes and next steps. We then review progress by holding regular meetings, in line with parent evening meetings, using a home/school diary (if appropriate), scheduled phone calls, etc.

We also run a weekly SENDCO surgery which is well-attended by parents and carers.

## **Adapting the Curriculum**

We offer a broad and balanced curriculum for all pupils, including those with SEND. Details are published on the school website. In particular we are focussing on making sure that as a school we implement the [5 main evidence-based strategies](#) as recommended by the EEF (Education Endowment Foundation). The 5 strategies are:

1. **Create a positive and supportive environment for all pupils without exception** - promoting positive relationships, supporting student wellbeing and implementing a consistent behaviour policy. At Swan, this is consistently applied by all staff
2. **Build an ongoing, holistic understanding of your pupils and their needs** - using the graduated approach effectively and regularly reviewing provision through SEND reviews. At Swan, the SENCO/ ALCs routinely share relevant information with subject teachers/ HoDs/ Pastoral staff. All students on the SEND register have a pupil profile which is attached to the register. We also do fortnightly student in focus briefings for all staff.
3. **Ensure all pupils have access to high quality teaching** - good teaching

for pupils with SEND is usually good teaching for all. Ensuring that teachers are using the [5 key strategies](#) routinely in their lessons, which has been the focus of our CPLD sessions this year, so is becoming embedded in school practice

4. **Complement high quality teaching with carefully selected small-group and one-to-one interventions** - some pupils will require extra support beyond the high-quality teaching in the classroom. We provide a range of interventions (see later in the report for detail on the different interventions) but these must be carefully targeted and regularly reviewed.
5. **Work effectively with Teaching Assistants (ALCs in our school)** - ALCs need to be deployed effectively depending on student needs. This may be to run interventions or support students in a range of other ways, but we very rarely use TAs/ALCs in lessons to sit next to students

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

Our SENDCO has 15 years experience teaching in secondary education across Oxfordshire and Buckinghamshire, with various middle leadership responsibilities such as Literacy Coordinator and Head of Department (English). She also has an MSc in Psychology from Brunel University.

Our Accelerated Learning Champions are experienced in working with young people and have been trained in delivering specialist SEND interventions, such as Fresh Start and Lexia. Our Lead ALC is experienced in working with students with a range of SEMH needs and is also a trained ELSA (Emotional Literacy Support Assistant). Our Specialist Support Champions, who work 1:1 with specific students who require a high level of support, are trained in the particular area of need for these students - in these cases, this is Down's Syndrome, ADHD and Autism Spectrum Condition.

Counselling is offered by our qualified School Counsellors. They have experience working in primary and secondary schools, including working with autistic children with added SEMH needs.

Our SEND administrator is experienced in all areas of school administration, and is currently working closely with the SENDCO to specialise in the various areas of SEND administration specifically.

We also work closely with a range of specialist support services:

- SENSS, who support pupils with communication and language, sensory needs and physical needs. We work very closely with the Communication and Interaction team who visit the school weekly to work with specific

students, and deliver staff training on how to support students with communication needs in their classrooms.

- Child and Adolescent Mental Health Services (CAMHS)
- Therapy services, including speech and language therapy, occupational therapy, physiotherapy
- Educational Psychology service
- Children's Social Care
- Complex needs advisory service

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen>

We also work with other services and organisations that are involved with a family, with the family's permission.

### **How do we know if SEND provision is effective?**

The progress of all pupils is tracked throughout the school, with formal checks three times a year. In addition, for pupils with SEND, we regularly review progress towards agreed outcomes; i.e. assessing whether the support which is in place has made a difference. This information is collected from teachers, students and parents every cycle.

When we run special intervention programmes for groups of pupils, we assess how successful they have been and use the information to decide how best to run them in the future.

Much of the data we collect for SEND students with the various interventions is qualitative, and very much focused on individuals. Using the graduated approach, we are able to identify what is working and not working for individual students. Termly reviews and Annual Reviews for EHCPs also give us a huge amount of data which we use to implement provision for individual students and groups of students.

Parental feedback is very positive about how SEND support is viewed in the school. The most recent RLT survey for parents/ carers (May 2023) came out very positively for SEND, and is an improving picture across the school.

### **2023-2024 interventions:**

**All interventions are carefully targeted, planned and reviewed as per the graduate approach. In 2023/24, the interventions/ support are as follows:**

**Literacy/ academic**

This year we have assigned qualified English teachers to deliver our two main literacy interventions: Fresh Start and Lexia. Fresh Start is for those students who have the highest level of additional literacy need: these students were identified through Year 7 baseline testing, SATs and other primary school data. Fresh Start is an evidence-based phonics catch-up system, used to develop reading fluency. Lexia is for those students who were also identified in the same way as having additional literacy needs, but less significant than those who required Fresh Start. Lexia is an online programme focusing on word study, grammar and comprehension. It provides clear data indicating specific areas of need and enables staff running the sessions to create individualised lessons for students. Fresh Start groups are delivered to Year 7 students in groups of 4-6 students. Lexia is offered to 60 students across the year groups from Year 7 to Year 11. Both English and Maths also offer student support with curriculum lessons, running two small groups (6 - 12 students) for all year groups, following the mainstream curriculum at a differentiated pace. These are taught by specialist English and Maths teachers.

Within the ALC Hub, we run supervised study support for students identified as struggling to complete homework independently (all Key Stage 3 students complete their homework in 3 fortnightly sessions during the school day). Currently 30 students from Year 7 - Year 10 attend these interventions, in small groups. We also run weekly interventions for extended writing, spelling, handwriting, study skills, revision skills and EAL.

<b>Intervention</b>	<b>Number of children</b>	<b>Tracking</b>
Supervised study support	30	This is run in the ALC hub for students from all year groups. The aim is to provide students with additional support with homework.
Extended writing	11	This is run once a fortnight for students who find extended writing to be a challenge. The SENDCO was made aware that there were several students who required support with this and so we decided to

		make a small group based on this, including involvement from departments such as English and Humanities. Humanities resources are used as a basis for the extended writing, to allow opportunities for pre-teaching and over-teaching.
Spelling	7	This is run by an ALC daily before school. This is for students who require support specifically with spelling and require short, daily practice. This has been very successful with all students, and the ALC has been able to liaise closely with the parents of these students to update and review.
Handwriting	16	This is run by an ALC and provides weekly sessions for students, mainly Year 7 but some in Year 8, who have been referred to the SENDCO as requiring support with handwriting. The group has varied throughout the year following reviews.
Study skills/revision skills	8	This group is predominantly for Key Stage 4 students who continue to require support with independent homework tasks, and whose needs mean they require help with planning and revision tasks.

### **SEMH**

We currently run a range of different interventions for students with SEMH needs. This can be as a result of short-term issue or longer-term concern or condition. SEMH support is run mainly by our counsellors, Lead ALC and a volunteer (Space2Talk).

ELSA	47 students have been seen this academic year in the ELSA/SEMH programme.	This is tracked qualitatively and students who do this programme are carefully monitored after completion. The ALC who runs the sessions keeps no-names records of what was done in the session and what ELSA techniques have been used. The ALC also keeps a record of who he has seen over the year. ELSA is a short term intervention (once a week for 7 weeks) to help students develop strategies with their emotional literacy. Students are referred through the pastoral team, or identified as requiring this through Section F of their EHCP.
------	---	---



SEMH support	47 students have been seen this academic year in the ELSA/SEMH programme.	This is tracked qualitatively. This is ongoing support for students who have SEMH difficulties, whether this is a result of a short-term issue or longer-term concern. As part of the graduated approach, this is regularly reviewed and students can join or be removed from this group depending on need. This is for all year groups including sixth form. Students are referred through the pastoral team, identified as requiring this through Section F of their EHCP.
Space2Talk	29 students have been seen this academic year	This is run by a volunteer from Oxford Chaplaincy and is an ongoing programme of active listening for students who have SEMH needs.
Social club/ social skills support	Approx. 30 students	This is an optional group run by all the ALCs every breaktime. The aim is to support students who may have some difficulties with social interaction in developing relationships and social skills. The ALCs play games or chat with the students and students interact as they feel comfortable.
Roots	19 students	This is bespoke provision for those students who find it difficult to access mainstream lessons. It may be for students at risk of PEX as a short or long term intervention. This may include some AP for these students. This also includes 9 students with EBSA (emotionally based school avoidance).
Counseling	41 students have been seen this academic year	Talking about – or exploring through art and other creative materials – feelings, thoughts and experiences. This can help the child to make sense of what is going on in their life and find ways of coping when things are difficult. Counseling is offered on a confidential basis at The Swan School.

## **EAL**

Although EAL is not SEND, we recognise that developing English language for those students for whom English is not their first language is vital for them to access school fully. EAL support falls under the remit of the SENDCO, who has been assisted this year by Zoe Babb. Students identified as needing support (by teachers/ families/ prior data) in this area are assessed by an ALC to gauge their level of English, and then sessions are created around these needs.

Jacari	11 students	This is run by volunteers from the Jacari charity who provide 1:1 tutoring in English language by Oxford University students. Swan School students are linked to a tutor based on their language or level of proficiency. This is a structured programme aimed at those students who need to develop their proficiency in English language: this may include newly arrived students, refugees or those with a low level of English language proficiency, across all year groups. Tutoring has taken place once a week for each student for an hour. Data is qualitative and we await feedback from the tutors, but subject teachers have reported clear patterns of improved student proficiency in some of these students.
EAL support	17 students	This is run by an ALC and focuses on individual needs. This ranges from 1:1 sessions or small groups based on language or proficiency. This is for students in all year groups including sixth form. Data is tracked qualitatively.

ALCs also do specific exercises with certain students related to occupational therapy or speech and language therapy. We work closely with those services.

### **In-lesson support**

We do not have a system of in-class support as we believe that support for most students should be in class through the expertise of the subject teachers, using strategies shared by the SENDCO/ SEND team/ CPLD, and making full use of the EEF recommendations. Where extra support is required, this can be offered in the form of interventions delivered by ALCs, but we believe that the best place for students is in their classrooms with expert teachers. Evidence shows that having TA support for individual students in classes is not beneficial long-term for those students.

However, there are particular students with certain needs who need support in certain lessons. This includes students with visual impairments, or fine or gross motor skill difficulties who need support in practical subjects either for access or safety. Currently, this amounts to 6 students who have regular timetabled ALC support for Art, DT, PE or Science (when doing practicals).

### **Governor Support**

The governing body is involved in evaluating the success of the education that is provided for pupils with SEND, with the SENDCO and SEND Governor meeting six

times (once each short term) throughout the year. The SEND Governor reports to the full Governing Body on the provision and progress of children with SEND.

### **How are pupils with SEND helped to access activities outside of the classroom?**

The Swan School offers a unique elective system, where all students take part in 2 extracurricular activities per week, as part of the school day. Students choose to pursue their interests, and are offered support in choosing options. All students with SEND are included in this process and do not miss electives for any interventions. Students with SEND are also encouraged and supported to go on school trips, with ALC support allocated appropriately.

All pupils are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and pupils when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

### **What do we do to support the wellbeing of pupils with SEND?**

All pupils have the opportunity to share their views and their concerns through their school council representatives.

We always listen to the views of all pupils and we take bullying very seriously. We have an anti-bullying policy and teachers address issues through the pastoral curriculum and whole-class discussions.

We have high expectations of all students and behaviour, and clear routines which are consistently enforced. This creates a calm and nurturing environment, where SEND students learn free from disruption.

We also recognise that some students may need additional support and intervention. We currently have a pass system to support those with anxiety or to support movement breaks. This is in conjunction with the pastoral teams and is kept under very careful review. There are several different passes dependent on

need. We also offer specific aids, such as fidget toys, which may help students remain in lessons where otherwise they may not be able to.

### **What have we developed this year?**

- Upscaling and systematization of current processes:
  - SEND interventions now appear on students' timetables instead of them receiving daily slips, reducing admin and confusion;
  - Teaching staff have access to advice sheets on common aspects of SEND such as autism, ADHD, anxiety and how to support students with diagnoses in the classroom
  - The process of SEMH referral has been streamlined to ensure students receive the appropriate support quickly
  - SENDCo and SEND admin now have an office in the centre of the ALC Hub to ensure the area is calm, supported and responsive to the needs of students
  - Processes of applying for funding and EHCPs have been clarified and shared among SEND and pastoral staff to ensure more students receive the financial support they need and deserve
  - SENDCo and SEND admin have streamlined and organised the digital organisation of documents and data to ensure they can be retrieved and shared easily

### **What are the priorities for 24/25?**

- Restructure of SEND provision:
  - We plan to introduce a 3-wave model of support and intervention to ensure all students with SEND have equity with students without SEND and are able to achieve more than they ever thought possible.
    - Wave 1 - precise, personalised in-class support
    - Wave 2 - timely, well-planned, short-term intervention
    - Wave 3 - external support from agencies such as communication & interaction team, educational psychologist, intensive SEMH support.
- Restructure of SEND personnel:
  - We plan to introduce three Associate SENDCo roles as caseload workers for students with a specific pillar of SEND as a primary need (SEMH, communication & interaction, cognition & learning)
  - These Associate SENDCos will become in-house experts in those areas of need and the children on their caseload, and will act as advisors to teaching staff and those planning curricula, policies and pastoral strategies
  - Associate SENDCos will also deliver appropriate interventions for the

- students on their caseload, which will require them to scrutinise their EHCP plans, formulate appropriate and precise interventions, and deliver them to a group of students without preventing their access to the school's core curriculum
- Roots will become a structured, short-term, intensive SEMH provision in our wave 3 support, following a Mulberry Bush taught curriculum.
- Continued streamlining of SEND administration and communication:
    - We plan to buy in Provision Map as a data management and sharing system, to ensure that
      - students are well supported by fully informed staff,
      - information is shared efficiently and meaningfully between all stakeholders
      - Data management is secure while being easily accessible to those who need it
      - Time is saved for staff, and funding is more readily available from the Local Authority due to the clarity and transparency of our paperwork.

### **What are the current challenges in the SEND team?**

- Increasing numbers of SEND students in the school - this creates an additional need for intervention and support, as well as creating an additional administrative burden.
- Staffing changes - the nature of the ALC role is that many staff use this as a stepping stone to a future career in education (e.g. teaching) therefore staff turn-over is high. Recruitment and induction of new staff is a priority. In time, it may be worth considering who we recruit into these roles with a view to longer term stability, particularly as ALCs will no longer be delivering the bulk of the intervention programmes.
- Review of structures - systems and structures that were originally developed for a small school are no longer the best approach in a large secondary school environment. These need to be reviewed to ensure that best practice is being adopted in our new context.
- Changes to SEND Leadership - SENDCO is new to the role and there have been changes in the structure of SEND leadership this year. As a school, we are exploring the best way to make the new structure work as well as exploring alternative options. There will be additional time pressure as the SENDCO will need to start the NPQ course in SEND leadership next academic year.
- Sixth Form and Exam Access Arrangements - these are now becoming an increasing demand as Swan students get older.

## **Joining the school and moving on**

We encourage all new pupils to visit the school before starting. For pupils with SEND, there are opportunities for a phone call or meetings with parents to discuss the needs of their child and an additional transition day for the pupil in late June. The SENDCO has also attended all annual reviews for the 8 students with EHCPs who will be joining in September 2024. The SEND admin/SENDCO speak to primary SENDCOs and head teachers on a case by case basis.

Transfer days from primary to secondary school are organised in the summer term for year 6 pupils, with some pupils being offered additional visits when the school is empty if necessary. In addition, SEND pupils are offered another smaller transition day which happens before the main transition day to allow them to see the school in a smaller setting beforehand. This will happen on 28.6.24 with 14 students attending. School staff will also visit the primary schools to speak to the pupils, the class teacher and SENDCO to gather as much information as possible.

## **Who to contact**

If you are concerned about your child, please speak to their class teacher and form tutor in the first instance. If necessary, the teacher or form tutor will speak to the SENDCO and arrange a meeting for you.

If you would like to feedback, including compliments and complaints, about SEND provision, please contact the SENDCO, Fiona Morris, or the Headteacher, Ms Kay Wood via the school office by emailing [office@theswanschool.org.uk](mailto:office@theswanschool.org.uk) or by calling 01865 416070. General SEND enquiries can be sent to [send@theswanschool.org.uk](mailto:send@theswanschool.org.uk).

We aim to respond to any questions or complaints within 7 days. If you would like impartial advice from SENDIASS, Oxfordshire's parent support service, contact [sendiass@oxfordshire.gov.uk](mailto:sendiass@oxfordshire.gov.uk)

If you would like to know more about opportunities for children with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory:  
<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:  
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Our school has contributed to the county's Local Offer through attendance at a

training workshop and through trialing of new guidance and system.