

The Swan School SEN Information Report

What are 'Disabilities and Special Educational Needs' (SEND)?

A child or young person has a special educational need if they have a learning difficulty or disability which calls¹ for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority² of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.³ (SEND Code of Practice 2015)

Who is in charge of SEND in the school?

Teachers are responsible for the progress that all children make in their class. All members of staff contribute to identifying SEND and supporting those with SEND. The⁵ Inclusion Team helps teachers in developing inclusive teaching and contacting specialists if and when they are required. The SEND and Inclusion team is overseen by Fiona Morris, Associate Assistant Headteacher for Inclusion and SENDCo.

Who do I talk to if I am worried about my child or the provision offered?

At The Swan School, your first point of contact is always the tutor or in some cases the relevant Head of Year; most concerns are easily addressed this way. If you would prefer, you can talk to the SENDCo. As a school, we would encourage parents to share their concerns quickly. All contact details for the school are on the school website and specific staff can be contacted through the main reception.

How do I know if my child has SEND? How is it identified?

Identifying SEND early is vital, and we believe parents know their children best, so we are always willing to meet with parents and use the information they provide us with in helping us to identify if a child or young person has SEND.

In our school, we believe that high-quality inclusive teaching is the first step in addressing possible SEND, and we are working hard to ensure that all teaching is of a high standard and highly inclusive. All subject teachers have information on a wide range of SEND and access to training. The Inclusion Team are able to suggest further strategies class teachers can use to include pupils with SEND and ensure that they make good progress.

At times, we will also consider whether a further, more specialist assessment for SEND is needed, for example, from another service. Our subject teachers are constantly evaluating your child's progress with formal and informal assessments. If a child is consistently taking more time to learn a new skill or needs support to access the curriculum, the teacher should identify this need and discuss their concerns with members of the Inclusion Team.

What happens if my child is not making the same progress as other children?

If a child is not making expected progress or not responding to inclusive teaching, we will collate all the information we have about the child's needs and difficulties and share this with parents. We will then use the Oxfordshire Guidance for Special Educational Needs (SEN) Support (September 2020) as a way of identifying if there is a Special Educational Need and what levels of support should be offered. According to the SEN Code of Practice (2015), there are four broad areas of SEND:

- Communication and Interaction Needs
- Cognition and Learning Needs

- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

Following further discussion with parents and staff, we will use the need descriptors in the handbook to assess whether the child should be placed on the school's SEND register. This is shared with all staff and the local authority.

My child has SEND, what provision do you offer?

For pupils with SEND, the school offers a 'graduated' approach. Once a student is placed on the SEND register, we will then plan the ways in which we can support them. Our first step is to draw up a 'Pupil Passport' which explains to staff the needs of the child, their strengths, and suggested strategies to use in order to support their progress.

All children are different, and some will respond well to seemingly minor adaptations to our inclusive teaching offer, others will need more specialist support and input. We work closely with outside agencies to help us to design the most appropriate support for children on our register. Adaptations can include:

- Enhanced scaffolding in lessons
- Use of small group teaching
- Individualised or small group interventions for specific skills and learning needs
- Adaptation to the physical environment to help with accessing learning

What specific resources does your school offer?

A range of support is available through the Inclusion Team, here are some examples:

Cognition and Learning	Physical and Sensory	Communication and Interaction	Social Emotional and Mental Health
<p>Wave 1</p> <ul style="list-style-type: none"> - Quality first teaching - regular CPD for all teaching and classroom support staff - Support for ECTs (Early Career Teachers) - Staff mentoring 	<p>Wave 1</p> <ul style="list-style-type: none"> - Quality first teaching - regular CPD for all teaching and classroom support staff - Support for ECTs (Early Career Teachers) - Staff mentoring 	<p>Wave 1</p> <ul style="list-style-type: none"> - Quality first teaching - regular CPD for all teaching and classroom support staff - Support for ECTs (Early Career Teachers) - Staff mentoring 	<p>Wave 1</p> <ul style="list-style-type: none"> - Quality first teaching - regular CPD for all teaching and classroom support staff - Support for ECTs (Early Career Teachers) - Staff mentoring
<p>Wave 2</p>	<p>Wave 2</p>	<p>Wave 2</p>	<p>Wave 2</p>

- The Fresh Start Intervention in Year 7 for students with very low entry levels and low literacy levels.

- Buddy Reading interventions

- Group Spelling interventions

- Group Comprehension interventions

- Numeracy interventions

- In class support from teaching assistants for students with EHCPs

- Alternatives to written formats

- Touch typing programmes

- Resources produced to meet the need of the individual student

- Pre-teaching vocabulary programme

- Quiet space provided at social times

- Specific resources designed for the needs of the individual such as visual timetables.

- Learning mentor – group sessions

- Nurture small group sessions

- Behaviour and anger management sessions

Wave 3

Wave 3

Wave 3

Wave 3

- External support from the Educational Psychologist	- External support - hearing impairment service	- External support from the Autism specialist teacher and/or Communication & Interaction Team	- CAMHS
- 1:1 numeracy and literacy interventions	- External support – visual impairment service	- External support from the Speech and Language Therapist	- School counsellors
	- External support – physical disabilities team		- Support from School Nurse
	- External support from Occupational Therapists		

What specialist support do you offer?

- The Inclusion Team is made up of a wide range of staff, with differing levels of expertise and experience. We also draw on the support of the River Learning Trust.
- The team is led by an Associate Assistant Head (Inclusion) and SENDCO. The SENDCO is a qualified teacher who leads on all aspects of Special Educational Needs provision within the school. They are responsible for identifying, assessing, and supporting students with SEND, ensuring they have access to the appropriate education and support. The SENDCO also works closely with

teachers, parents, and external agencies to ensure the best possible outcomes for all students with SEND. The SENDCO holds a Master's in Psychology and is working towards an NPQ SENCO qualification.

- We have 3 Associate SENDCOs with responsibility for Communication and Interaction, Cognition and Learning, and Social, Emotional and Mental Health. They help to coordinate and deliver interventions as well as provide strategies for teachers to use in the classroom to support learners.
- We have 2 School Counsellors who are qualified professionals who provide a safe and confidential space for students to discuss any challenges or concerns they may be experiencing. They can help students understand and manage their emotions, develop coping strategies, and improve their self-esteem and confidence. Counsellors do not provide advice or tell students what to do, but instead help them to explore their own thoughts and feelings and find their own solutions.
- We also have 4 Accelerated Learning Champions (ALCs). Our ALCs have a significant range of experience of working with students with SEND, and provide bespoke provision to our students with the highest levels of need.
- The team is supported by a SEND Administrator. The SEND Administrator provides vital administrative support to the SEND team. They play a key role in ensuring the smooth and efficient running of SEND services within the school. This includes managing student records, coordinating assessments and interventions, and supporting the SENDCO in various administrative tasks.

The school also works closely with external specialist support services:

- Educational Psychology
- Communication and Interaction Advisory Support Service

- Special Educational Needs Support Service (SENSS): Visual and Hearing Impairment Teams
- School Health Nurse
- CAMHS In-Reach
- Gallery Trust
- Speech and Language Therapy and Occupational Therapy Teams
- Jacari EAL support

How do you make sure your provision is as good as it can be?

As part of our whole-school monitoring process, we look closely at data, student work, and what goes on within the classroom. The learning and progress of students with SEND is evaluated through regular observations of classroom practice, and staff are encouraged to reflect on their practice. In addition to the whole-school monitoring, the work of the Inclusion Team is frequently reviewed to ensure it remains of a high standard. This helps us to identify what we do well and what we could do to improve our provision.

Within the Inclusion Team, we use our own provision management tools to track interventions and analyze their effectiveness. This allows us to audit what we do and adjust what we offer accordingly.

Additionally, we believe in the importance of high-quality professional development for our staff; this then enables our staff to teach in a truly inclusive manner. Our teaching and non-teaching academic staff have access to regular INSET, and all early career teachers receive a SEND induction with the SENDCo.

How will I know how my child is doing?

Formal updates on progress are provided through parent consultation days. However, if a teacher has a concern they will contact you at other points in the year. If your child is identified as having SEND, then there will be 2 SEND reviews published and sent to you per year. These will contain details of pupil passports, current interventions and feedback from teachers and students; parents will also be asked to contribute to them.

Who can support me with my child's SEND other than the school?

There are also lots of local and national support groups who have parent groups and networks and lots of useful tips, a few of these can be found below:

Oxfordshire County Council 'Local Offer'

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Autism www.autism.org.uk

Parents Talking Asperger's www.parents-talking-aspergers.co.uk

The Dyslexia Association www.bdadyslexia.org.uk Dyslexia Action

www.dyslexiaaction.org.uk Oxfordshire Deaf Children's Society www.oxfordshire-deaf-childrens-society.org.uk/

National Deaf Children's Society www.ndcs.org.uk/ Royal National Institute of Blind People www.rnib.org.uk/

The ADHD foundation www.adhdfoundation.org.uk/

Living with ADHD www.livingwithadhd.co.uk/

The Inclusion Team is always happy to talk to you and help you to find where to go for further support and advice.

What happens when my child joins or leaves your school?

We offer extra support to help children cope with key transition points. Year 6 students with SEND can come on extra transition visits before they start in Year 7. Staff will visit or contact all of our partner primary schools in Year 6 to gain as much information as possible about children joining us. There is also a comprehensive summer school to assist transition from Primary to Secondary school. The Inclusion team are also happy to run extra transition sessions and meetings with parents during the transfer period. The SENCo will also attend Year 6 Annual Reviews in order to begin and support the transfer process for students with an EHC Plan. If a child joins us mid-year we will collect detailed information from their previous schools and complete our own range of tests to establish their individual needs. In doing so we would hope to establish a 'best fit' model of provision. When children leave our school at the end of Year 11 we ensure that we liaise with the schools or colleges pupils are transferring to in order to make sure all SEND information is shared.

How accessible is the school environment?

The entirety of the school site is accessible to all. We have made adaptations to ensure that there is ample wheelchair access and ensure that the site is suitable for students with visual impairment.

Useful contacts

Fiona Morris, Associate Assistant Head (Inclusion) and SENDCO:

fiona.morris@theswanschool.org.uk

Isaac Beynon, Associate SENDCO (SEMH): isaac.beynon@theswanschool.org.uk

Tsveta Todorova, Associate SENDCO (Communication & Interaction):

tsveta.todorova@theswanschool.org.uk

Helen Findlay, Associate SENDCO (Cognition & Learning):

helen.findlay@theswanschool.org.uk

Emily Kemp, SEND Administrator: SEND@theswanschool.org.uk