



Swanshurst SEND Information Report and Local Offer

Swanshurst School believes that all children with Special Educational Needs and Disability should have their additional needs addressed in a fully inclusive environment and that they should have the greatest possible access to a broad and balanced education including full access to the National Curriculum. This will ensure that they are included successfully in a lifelong learning process enabling them to fulfil their potential as confident, resilient and constructive members of society. We adhere to the Equality Act of 2010. A copy of the Accessibility Plan can be found on our website.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Roles and Responsibilities

The Special Educational Needs Coordinator is Mrs Rachael Hanvey who can be contacted via main school reception on 0121 464 2400 or via email at enquiry@swans.bham.sch.uk. Appointments are available upon request for parents / carers, to discuss the needs of their child and the provision that they need. The SENCO and Learning Support team are also available via appointment at SEND parent drop in sessions held termly and at Parent Consultation Evenings throughout the year.

The SENCO

The SENCO is Mrs Rachael Hanvey

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 (LA) 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 SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher (Mr Mike Dunn)

The headteacher will:

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

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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

How does the school identify and assess Special Educational Needs?

We use a graduated approach to identify and assess possible SEND. Steps in this process include:

- Information from pupils' previous school.
- Regular liaison with Form Tutor and Pastoral Team.
- Assessments that produce standardised scores for reading and reading comprehension, including whole school reading data.
- Whole school progress tracking data.
- Observation of pupils in the classroom.
- Teacher concerns regarding progress and performance in assessments, literacy or numeracy skills, relationships with peers, communication difficulties or other specific language difficulties or their social skills.
- Parental concerns over progress, literacy and numeracy skills, self-esteem or other concerns noticed at home.
- Pupil concerns about aspects of their learning and progress.
- Further assessment and analysis of reading, spelling, phonics, vocabulary, working memory, processing speed and writing.

Where there are concerns about a possible SEND, pupils are referred to the SENCO and the Learning Support Team for further investigation. Pupils and parents /carers will be informed at each stage about what is happening and what it means. Where necessary parents / carers may be asked for permission for their daughter to see an external agency for advice or to assist in identifying SEND.

What kinds of Special Educational Needs and Disability (SEND) does Swanshurst School provide for?

Swanshurst School makes provision for a wide range of SEND. The table below outlines provision made under the four broad areas of need as described in the Special Educational Needs and Disability Code of Practice: 0 – 25 years, June 2014

Types of need and what that could look like	Examples of support in our school
<p>Cognition and Learning</p> <p>Pupils with cognition and learning difficulties may learn more slowly than other pupils of the same age and may have difficulty with concentration, the speed with which they process information, learning and using new vocabulary or organising tasks.</p> <p>Pupils may also have diagnosed learning differences such as dyslexia or dyspraxia etc.</p>	<ul style="list-style-type: none"> • Differentiated curriculum through Quality First Teaching. • Pupil Profiles detailing the barriers to learning faced by the pupil and strategies that could be used to support the pupil. • Writing frames and task boards • Small intervention groups for pupils with identified literacy and / or numeracy needs. Interventions include Fresh Start, Reading Buddies, Phonics books, word wasp, Toe by Toe. • Numeracy support and Numicon • Paired Reading / reading buddies • Coloured overlays and coloured exercise books where visual stress has been identified.

	<ul style="list-style-type: none"> • Raising Achievement Assistant support in some lessons where needs have been identified • External Agency support: Educational Psychologist, Pupil and School Support, Speech and Language Therapist • Pre and / or post tutoring before or after school • Revision Support and Homework Club after school • Supported Curriculum for pupils identified as high need
<p>Communication & Interaction Pupils with communication and interaction difficulties may find it more difficult to communicate their needs than their peers. They may also find it difficult to find the words they want to say or use in their writing. Pupils on the autistic spectrum may also have difficulties with understanding language.</p>	<ul style="list-style-type: none"> • Differentiated curriculum through Quality First Teaching. • Pupil Profiles detailing the barriers to learning faced by the pupil and strategies that could be used to support the pupil. • Social interaction and communication groups • Lunchtime nurture groups • SENCO is level 3 trained and lead practitioner • Vocabulary Enrichment program, Narrative Program and Word Aware program run under the guidance of the Speech and Language Therapist (SALT) • Pre and post tutoring in identified subject areas, • Raising Achievement Assistant support in identified lessons • Understanding Autism Group run under the guidance of the Communication and Autism Team (CAT). • External Agency support: Educational Psychologist, Pupil and School Support, Communication and Autism Team • Consultation with Speech and Language Therapist (West Midlands Speech and Language Therapy Service).
<p>Social, emotional and mental health difficulties This encompasses a broad range of difficulties, including diagnosed mental health difficulties and illness that may affect a child at various times throughout their education.</p>	<ul style="list-style-type: none"> • Pastoral support from Form tutor and Head of Year • Learning mentor support • Nurture Groups at lunchtime • Breakfast Clubs before school • School Nurse (Mental Health Nurse) • Mindfulness classes • Anxiety management support

	<ul style="list-style-type: none"> • Anger management support • External Agency Support: Educational Psychologist, Pupil and School Support, Child and Adolescent Mental Health Service (Forward Thinking Birmingham).
<p>Sensory and/or physical needs Pupils with sensory and or physical needs may have a hearing or visual impairment or have physical need e.g. cerebral palsy,</p>	<ul style="list-style-type: none"> • External Agency Support: School Sensory Support • Sensory Audits • Risk Assessment & reasonable adjustments to school and equipment. Raising Achievement Assistant Support where appropriate • Ramps to enable accessibility to ground floor areas. Note that we are unable to offer wheelchair access above ground floor. • Specialist personalised resources including ear defenders, specialised rules and pens, and weighted cushions. • Pass to leave lesson 5 minutes early to avoid crowded corridors and take time to get to lesson. • Support to access PE activities and access to alternative activities where appropriate.

How is progress measured for pupils with Special Educational Needs?

Swanshurst School collects pupil progress data for every pupil on a termly basis, which is generated from a combination of tests and class assessments. The SENCO reviews this data for SEND pupils termly and liaises with subject teachers as appropriate in order to adjust provision where appropriate.

Staff involved in additional provision will also produce progress data that is based on the skills and progress expected within an intervention or the support given. Again, this is reviewed termly so that support can be swiftly and accurately adjusted to meet the needs of the individual child.

The views of the pupil and their parents / carers are vital in assessing the impact of the additional support given and parents / carers are invited to discuss the progress of their child with the SENCO on a termly basis via questionnaires. Parents / carers also have the opportunity to discuss their child's progress with subject teachers and a member of the Learning Support Team at Parent Consultation Evenings. Urgent concerns can be discussed by appointment with the SENCO.

What training do the staff in school have in relation to pupils with Special Educational Needs and Disability?

Every teacher is a teacher of SEND. CPD sessions around Quality First Teaching are available for all teaching staff and a lesson observation schedule is on place across departments to ensure that Quality First Teaching is delivered.

There are SEND Lead Coordinators in English, Science and Maths.

Each department has a SEND advocate who:

- attends regular meetings with the Learning Support team
- feeds information about specific high need pupils back to the department
- shares best practice about how different needs can be met in the classroom
- monitors departmental data about SEND students

In addition, specific CPD sessions about the different needs that pupils have are made available for all staff on a regular basis:

- Autism awareness – delivered by the Communication and Autism team and / or SENCO
- Awareness of the impact of visual and hearing impairments in the classroom – delivered by Sensory Support Service and / or SENCO
- Using Pupil Profiles to inform Quality First Teaching.
- Differentiation for pupils with dyslexia
- Differentiation for pupils with cognition needs
- Training around identification of children who may need SEND additional support
- Termly updates from Learning Support Team around new initiatives and developments.

How does the school get more specialist help for pupils if they need it?

Additional specialist support may be accessed via the Pastoral Team, SENCO and Senior Leadership Team. The table below shows the outside agencies that work with pupils within the school.

Agency or Service	Who they work with	How school can get in touch with them
Pupil and School Support (PSS)	Any pupil as required, most usually pupils with cognition and learning difficulties or difficulties accessing the curriculum	Through SENCO
Educational Psychologist (EP)	Any pupil as required, most usually pupils with more complex learning difficulties,	Through SENCO, Learning Mentors

	social, emotional and mental health difficulties	
Communication and Autism Team (CAT)	Only students with a diagnosis	Through SENCO
Speech and Language Therapist (SALT)	Students are screened using the Communication Trust Speech and Language Progression Tool and each case is discussed with the SALT. Where our in school interventions do not work for the student, they will see the SALT for specialist sessions.	Through SENCO
School Mental Health Nurse	Any pupil with a medical or mental health need	Any member of staff
Forwards Thinking Birmingham (FTB), previously Child and Adolescent Mental Health Service (CAMHS)	Pupils with emotional, social or mental health difficulties	Through Heads of Year, Senior Leadership Team, Learning Mentors, SENCO, Parents / carers can also contact directly
School Sensory Support (SS)	Pupils with a visual or hearing impairment	Through SENCO
Allens Croft Childrens Centre	Pupils can be referred to Allens Croft if further investigation into Autism or ADHD or referral to a Speech and Language Therapist	Through Heads of Year, Senior Leadership Team, Learning Mentors, SENCO, Parents / carers can also contact directly
Family Social Worker	Pupils in families that have identified additional support is required	Through Heads of Year, Senior Leadership Team, Learning Mentors, SENCO, Raising Achievement Safeguarding Coordinator Parents / carers can also contact directly
Social Services	Pupils in families that have identified additional support is required	Through Heads of Year, Senior Leadership Team, Learning Mentors, SENCO, Raising Achievement Safeguarding Coordinator Parents / carers can also contact directly
LACES	Looked after Children	Through Heads of Year, Senior Leadership Team, Learning Mentors, SENCO, Raising Achievement

		Safeguarding Coordinator. Parents / carers can also contact directly
Malachi Specialist Family Support Services	Pupils in families that have identified additional support is required	Through Heads of Year, Senior Leadership Team, Learning Mentors, SENCO, Parents / carers can also contact directly

How are parents of children and young people with Special Educational Needs/ Disability involved in the education of their child?

If the school feels that a child has a Special Educational Need or Disability which requires provision that is additional to or different from that which is offered to the majority of pupils, the school will contact the parent /carer to find out further information that would help to inform the provision needed and discuss how that provision would work within school.

Parents /carers are invited into school on a termly basis to discuss their child’s progress and how well the support is working at review meetings. Where a parent / carer is unable to make it into school, the review can be carried out over the phone or on a home visit.

Parents / carers are invited to attend Parent Consultation Evenings where the SENCO or a member of the Learning Support Team will be available to discuss progress or any concerns. Parents are also invited in to school each term to attend workshops where they can receive training on how they can help their child at home.

How are pupils with Special Educational Needs/ Disability involved in their own education?

Pupils review their progress on a termly basis with a Raising Achievement Assistant and play an active role in adjusting their Pupil Profiles for the following term. This involves reviewing their progress for the term both in their curriculum subjects and any interventions they participate in, encouraging pupils to reflect on their learning. Pupils are given half termly opportunity to express their opinions about their provision via mentoring sessions with a Raising Achievement Assistant.

What extra-curricular activities can a pupil with Special Educational Need or Disability access at school?

Swanshurst offers a wide range of extra-curricular activities at both lunchtime and after school. A timetable of these activities is made available to all pupils and can be found on the school website. Where appropriate, pupils with SEND may be accompanied by a Raising Achievement Assistant and reasonable adjustments made in order for them to access these activities.

How does the school support pupils with Special Educational Needs/ Disability through transition?

At Swanshurst School we adhere to Birmingham's guidance on admissions and the school's admission limit. Admission is non-selective and the school adheres to the Equality Act 2010.

Year 6 Transition

- Year 6/7 team and assistant SENCO visit feeder primary schools to meet with pupils in the term before moving to secondary. Where appropriate, the assistant SENCO will also attend reviews in the primary school setting in order to meet the child and be informed about provision made in primary school.
- Year 6 Induction Day in July where all pupils are invited to spend a day in their new secondary schools
- Additional SEN induction day where pupils with identified needs are invited for a day to meet the inclusion team and get to know the Learning Support Team and resource room where much of their provision will be based.
- Pupils with specific needs are invited to visit school on further additional pre-arranged mornings which are personalised to the needs of the students
- Raising Achievement Assistants may visit schools to work with identified pupils with SEND in preparation for transition.

Mid-year transition

- The appropriate pastoral team and admin team coordinate pupil admissions. Pupils will have the support of a 'buddy' in their tutor group and the support of their Head of Year and Form Tutor.
- Liaison between SENCO and previous school and parents as appropriate.
- Pupil and parent questionnaires, screening assessments and observation assessment carried out to ensure that the needs of the pupils are correctly identified and met as early as possible.
- Information shared about any additional needs with staff.

Key stage 3/4 Transition

- Pupils with additional needs are advised and supported to make appropriate option choices in discussion with staff, parents and carers.
- Some pupils may be identified to receive a Supported Curriculum where they receive timetabled support from the Learning Support Team each week to work on literacy and numeracy barriers to learning. In years 10 and 11, post tutoring of core subjects also takes place.
- Students with social communication difficulties have the opportunity to continue with a social stories program for as long as needed.

- Where appropriate pupils are assessed and Access Arrangements for examinations are put into place. The SENCO holds the appropriate qualification to assess for Access Arrangements in school.

How does the school support pupils with an Education and Health Care Plan (EHC plan)?

Pupils who already have an Education and Health Care plan:

Provision for the pupils who already have an EHC plan will be in accordance with what is laid out on the statutory document. The needs of new admissions with an EHC plan are discussed between the SENCO, SEN Governor and the Learning Support line manager to discuss how needs can be met for the pupil before they join the school. Pupils and their parents are invited to visit the school to discuss the provision and transition plan before they join the school. In rare instances we may conclude that we are unable to meet the needs of a pupil and follow the set procedure in liaising with SENAR in these instances.

EHC plans are formally reviewed annually with the outside agencies that are involved using the person centred approach. For students transitioning between key stages this will take the form of a 'Pathway' where career and future aspirations will also be considered within the provision. Pupils will also have two other less formal reviews during the year to discuss targets and ensure that provision is working.

Applying for a new Education and Health Care plan:

If the SENCO, parents and outside agencies agree that the pupil is not making progress despite a high level of targeted and personalised support, it may be appropriate to apply for an Education and Health Care (EHC) plan. Swanshurst School follows the procedures and guidelines laid out on the Birmingham Local Offer website when undergoing this assessment and is guided by SENAR and the Educational Psychologist in the process.

If a parent of a child with Special Educational Needs has a complaint about the school, how does the Governing Body (or proprietor) deal with the complaint?

If you are unhappy about any aspect of the support your child is receiving, please contact the SENCO in the first instance to see if this can be resolved. School will listen to your concerns and aim to reach decisions in partnership with the students, staff and parents. If it is not possible to resolve concerns at this level, then please put your concerns in writing to Mrs. D. James, Head Teacher, with a copy to the link Governor, Ms Una Lodge. This can be addressed to the school. Failing to reach a solution at this level, parents/guardians may wish to voice their concerns, in writing, to the Chair of Governors via the school. We will follow the complaints policy as laid down in the school complaints procedure which can be found on the main school website.

How can parents find the Birmingham Local Authority local offer?

Parents can find out about the Birmingham Local Authority Local offer via the following link:

www.localofferbirmingham.co.uk

How does the Governing Body (or proprietor) involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

The SENCO provides a termly report to Governors and will meet with the designated link governor to go through the report. The Governing Body are made aware of all external agencies involved in provision in school, along with what they do and are also aware of support available across Birmingham.

Reviewed by R Hanvey (SENCO)

Date: 28th August 2023

Date of next review: September 2024