



SEND Report

Swakeleys School for Girls

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Head of Inclusion

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1. School Profile

1.1. Overview 2025-26

	<i>Swakeleys</i>		<i>National</i>
Total students on roll	1405		
Students with K SEND support	102	7.3%	14.2%
Students with an Education Health Care Plan (EHCP)	20	1.42%	5.3%

Summary of Primary Needs of EHCP Students

<i>Primary need</i>	<i>Number of Students</i>
ASD	11
SLD	2
SEMH	1
SLCN	2
Other	4

K support pupils: broad areas of (primary) need

<i>Communication & interaction</i>	<i>Cognition and learning</i>	<i>Social, Emotional and Mental Health</i>	<i>Sensory and/or physical</i>	<i>Not stated</i>	<i>Total</i>
48	25	18	10	1	102

ASD

Total in school	
EHCP	16
K Support	25
Total	41

ADHD/ADD

Total in school	
EHCP	1
K Support	8
Total	9

2. Identifying students with SEND

2.1. Incoming year 7

We run an extensive transition programme for incoming year 7. This includes exchanging of information from primary schools via transition visits and information from year 6 teachers. The Head of Inclusion visits any high needs year 6 students at primary school for more detailed information and to observe the students in their current setting. If appropriate, the Head of Inclusion will meet with individual students or groups to further assess need. Extensive notes are taken on all incoming year 6 students and passed onto the SEND department.

SEND files are extracted at the start of each year from primary school files. These are cross checked with transition notes and SIMS information. From this, the Inclusion Register is written and all staff have to fill in a google form showing they are able to navigate where to find the register on the school system.

2.2. Current students

If a student is presenting as possibly having SEND, concerns are raised with the Head of Inclusion in a number of ways. Staff can email, arrange a meeting or fill in the cause for concern sheet in the staffroom to highlight the difficulties the student may be having. We then follow the assess, plan, do, review process.

The Head of Inclusion is qualified in psychometric testing so with parental permission can assess working memory, processing speed, hand writing speed, word, pattern and number recall, reading comprehension speed, reading comprehension accuracy, spelling and typing speed. We can also screen for overlays which may help some of the students read better.

Depending on the results, interventions can be put into place, or further investigations can be carried out via our educational psychologist who assesses six students per year (or more if necessary). Most results can be met within quality first teaching and extensive advice is given via the strategies resource on the school system, kept in the same folder as the inclusion register.

The student is then monitored for a period of six weeks, after which information is gathered from teachers, TAs and parents to review if the adjustments have worked. If successful, we continue. If the student needs further adjustments, we agree on increased support and the process starts again. The assess, plan, do, review process is documented via a pupil picture file for each student receiving designated interventions.

3. Progress of students with SEND

3.1. SEND Results Year 11 2024/25

Progress and attainment for SEND students has traditionally been very positive at GCSE both overall and in English and Maths respectively. Please see the tables below of the results summary for 2024.

1) Overview by key group

Name	Pupil Count	KS2 Baseline	Attainment 8	Progress 8
+ Whole cohort	213	106.02	56.37	0.63
+ White English	19	104.05	46.13	-0.03
+ SEND	13	97.08	41.1	0.61
+ Other	154	106.23	57.47	0.67
+ MAPs	126	104.99	53.65	0.71
+ LAPs	23	94.22	34.97	0.67
+ HAPs	64	112.38	69.4	0.45
+ EAL	88	105.76	57.8	0.8
+ Disadvantaged	59	105.47	53.49	0.53

2) a) Key Groups break down: English and English Literature

Key group	HAP	MAP	LAP	Disadvantaged	Other	SEND	EAL
No. in group	64	126	23	59	154	13	88
English Progress 8*	+0.10	+0.62	+0.55	+0.50	+0.44	+1.00	+0.57
English Attainment 8	6.72	5.63	3.86	5.64	5.83	5.00	5.90
English Lit Progress 8*	+0.10	+0.63	+0.77	+0.34	+0.54	+1.34	+0.47
English Lit Attainment 8	6.73	5.66	4.09	5.53	5.93	5.33	5.79

*when the 'best of' English grades are taken, the progress score for white English is Positive at +0.18

b) Key Groups break down: Maths

Key group	HAP	MAP	LAP	Disadvantaged	Other	SEND	EAL
No. in group	64	126	23	59	154	13	88
Progress 8	+0.15	+0.32	+0.67	+0.19	+0.36	+0.23	+0.54
Attainment 8	6.70	4.90	3.27	4.97	5.40	3.67	5.49

3.2. SEND Achievement Year 11 Summer 2025

Results in summer 2025 are below. The Year 11 2025 cohort did not sit SATS due to Covid so do not have KS2 scaled scores to benchmark progress against. Attainment for There were a number of individual cases where in Year 11

students had not attended school for a large proportion of the year due to a variety of different and genuine reasons, but were still given the opportunity to sit some exams.

Overview by key group

Group Details		All Subjects	
Name	Pupil Count	KS2 Baseline	Attainment 8
+ Whole cohort	224	103.26	55.91
+ Other	169	103.5	57.3
+ MAPs	151	103.97	56.68
+ EAL	134	103.92	58.95
+ 95% + attendance	126	103.82	59.25
+ Disadvantaged	54	102.49	51.67
+ 90% & lower attendance	49	101.67	44.64
+ LAPs	42	96.61	38.29
+ HAPs	31	110.92	76.02
+ White English	22	102.2	48.2
+ Predicted grades: English 5 maths 4	20	101.03	46.45
+ SEND	12	99.41	34.04

Key Groups break down: English and English Literature

Key group	HAP	MAP	LAP	Disadvantaged	Other	SEND	EAL	White English
No. in group	31	151	42	54	169	12	134	22
English Attainment 8	7.1	5.7	4.5	5.3	5.7	3.9	5.8	5.3
English Lit Attainment 8	7.3	5.9	4.7	5.6	6.1	4.0	6.2	4.8

Key Groups break down: Maths

Key group	HAP	MAP	LAP	Disadvantaged	Other	SEND	EAL	White English
No. in group	31	151	42	54	169	12	134	22
Attainment 8	7.4	5.3	3.2	4.9	5.3	3.1	5.6	4.6

3.3.6th Form Results 2023/24

(Figures in brackets are whole cohort)

A Level

100% A*-E (99.6%)

73.3% A*-C (78.9%)

46.6% A*-B (56.7%)
20% A*-A (21.5%)
ALPS Quality Indicator (progress score) 7 (4)

BTEC - Extended Certificate

D*-P 100% (92.3%)
D*-M 100% (76.9%)
D*-D 0% (30.8%)

BTEC Diploma

D*-P 100% (100%)
D*-M 100% (90%)
D*-D 50% (60%)
ALPS Quality Indicator (progress score) 4 (6)

3.4. 6th Form Results 2024/25

A Level (4 students)

91% A*-E (99.6%)
64% A*-C (90%)
27% A*-B (58%)
0 A*-A (24%)
Average Grade - C- (B-)

BTEC - Extended Certificate (3 students)

D*-P 100% (100%)
D*-M 100% (100%)
D*-D 0% (15%)

BTEC Diploma (2 students)

D*-P 100% (100%)
D*-M 100% (100%)
D*-D 50% (90%)

BTEC Average Grade - M+ (D-)

4. Attendance of students with SEND

4.1. Year 7-11 Attendance 2025

SEND students in Years 7-11 attend very well compared with the national picture. In year 2024/25, students with EHCPs attendance was 93.3%, 12.5% above national average; SEND support students were 2.9% above national average. So far in 2025/6 pupils with EHCPs have attendance of 92.7% which is 9.9% % above the national average for EHCP students. Students with SEND support needs are also above national average, however we would like to raise the attendance of this groups of students further. Actions are taken for persistently absent SEND students in line with the wider school and in addition they have the support and mentoring from the SEND team.

Attendance for year 2024/25

SEND	Support	99	School	89.0%
			FFT National	86.1%
			Difference	+2.9% ●
	EHCP	17	School	93.3%
			FFT National	80.9%
			Difference	+12.5% ●
	Not SEN	1,097	School	92.7%
			FFT National	92.7%
			Difference	0.0%

Attendance for Autumn term 2025/26

SEND	Support	101	School	88.9%
			FFT National	87.7%
			Difference	+1.2% ●
	EHCP	18	School	92.7%
			FFT National	82.8%
			Difference	+9.9% ●
	Not SEN	1,078	School	94.8%
			FFT National	93.5%
			Difference	+1.3% ●

4.2. Year 12/13 attendance (2025/6)

Attendance for Year 12/13 EHCP students (3) is 90.4%. Attendance for Year 12/13 SEND support pupils is 93.8%; slightly higher than the whole school attendance for SEND students. It is understood that students who choose to stay for 6th Form generally are engaged and attend school.

5. Supporting students with SEND

Each student with an EHCP comes with additional funding at different levels. Many EHCP students have had their EHCPs moved over to the new descriptors after the annual reviews which took place for some students in the autumn term. For the remaining EHCP students, they are likely to be transferred over to the new descriptors, and funding bands throughout the year as their annual reviews are completed. The Head of Inclusion attended a training session so has been prepared for this transition.

Students with EHCPs have support from teaching assistants within lessons. The teaching assistants help all students where necessary, especially in lower sets, but will focus on students with EHCPs. The teaching assistants are highly trained and incredibly skilful in their support. Some have subject specialities, others have SEND specialities, some have both.

Apart from support in lessons, the teaching assistants run interventions for reading, boosters for literacy and numeracy, social skills, organisation and general school processes (for example fire drills). More recently the HLTAs have been trained in executive function skills, theory of mind, speech and language, autism and mobility. The teaching assistants run numerous individual and small group interventions on this wide range of needs. Interventions take place in 116, the designated SEND room. 116 is designed for multiple uses in regards to SEND and includes a regulation area for students with autism who need to regulate before or during school, computer work stations, a reading area, group work space, physiotherapy and occupational therapy space for students who do their exercises within school and a designated space for our blind student with Braille displays and motivational Brailled quotes.

A number of support activities are also offered in unstructured time for students with SEND. Games club is open to particularly vulnerable students in year 7 every lunchtime. There is also an invite only Lego club run by a TA on two lunchtimes a week, which has been proved to be highly successful and well attended. The SEND department also offers after school intervention on Mondays and Wednesday for an hour. This is planned with consideration of need every week, with individual guidance given in areas such as homework, social skills and subject specific support.

Our autism specialist HLTA runs bespoke and extensive one to one support sessions with students who have autism and require extra support in any area they are struggling with. TA's also support students with SEND to be active members of the school community, supporting them where needed to take part in events such as culture day, school council, Christmas dinner, the Year 7 pantomime, careers events, sports day and FAB week visits and activities. This year as part of careers fortnight, a bespoke visit to the Hayes campus at Uxbridge College has been run for students in year 10 and 11 with EHCPs in order to support them in selecting suitable courses and settings for post 16 study.

We are fortunate to have welcomed our therapy dog Bella to the team this year. Bella is fully trained as a therapy dog and is owned by one of the TAs. She visits for two hours a week and has appointment with a number of students who have anxiety and/or autism. These sessions are incredibly popular and the students not only really enjoy sitting with Bella, but also the time spent with the TA discussing how school is, life and dogs of their own. We are planning to increase the number of students having sessions with Bella throughout the year, and involve Bella in other areas of SEND school life. Bella is based in the Head of Inclusion's office for her well-being, to enable a quiet space for the students with her and so the interventions can continue as normal in 116.

SEND students are supported beyond the SEND department by quality first teaching, differentiation and informed staff. The Head of Inclusion examines every SEND student's progress after each grade entry and monitors them

throughout the year. Where necessary, extra intervention or support is offered in order for those students identified to make expected progress throughout the year. Early career teachers, trainee teachers and new staff have specific training in SEND at Swakeleys and how to work well with teaching assistants in classes. Where high needs students are present, specific training is given to teachers by the SEND team (for example in the use of technology for hearing impaired students and the Brailnote Touch+ for our blind student). Every year during the first training days, the Head of Inclusion informs staff of new and existing students of whom staff need to be aware and where to find all the information on the inclusion register. Additionally, during the INSET day after the Spring holiday, the SEND department ran specific training on autism, speech and language, how to adjust teaching for slow processing speed and low working memory and working effectively with a TA for all teaching staff.

As well as staff within the school, the NHS speech and language service, occupational therapist and physiotherapists work with some students and the teaching assistants support with further implementation of exercises or sessions in between the external visits. The Head of Inclusion has regular meetings with the Send Advisory Service autism specialist as well as the SEND key workers at the Local Authority.

6. Staff development specific to SEND

Annual updates on students with SEND occurs every September. Staff training is regularly on the continuing professional development programme for new and existing staff. All teaching assistants have completed a course in autism. Teaching assistants complete on average two courses run by the National College a year on different aspects of SEND. Two HLTAs are trained in visual impairment. The other HLTA is an autism specialist.

The Head of Inclusion has completed the National Award for SEND Coordination, has the psychometric testing qualification and also possesses the Assessment and Access Arrangements (CPT3A) qualification. This allows us to assess for exam concessions within the school instead of having to outsource this. It also allows us to apply and grant exam concessions with the exam boards as the CPT3A qualification allows the Head of Inclusion to complete the Form 8 documentation.

The Head of Inclusion has a doctorate in elements of the Equality Act 2010, teaches citizenship GCSE and carries out research globally in equality.

7. Funding

The total expenditure on TAs is £466,465 (includes on costs). The current funding review of EHCPs in Hillingdon has resulted in EHCP student funding changing each time there is an annual review. As a result, it is impossible to give a figure for the year. As the funding bands are changing each time an annual review is completed, we would expect all our EHCP student to have new funding figures by the end of the academic year, meaning the total income for next year will be able to be reported on. The vast majority of this income funds the team of TAs, including our specialist TAs in the areas of ASD support, VI support and the second in department. It is also used to ensure that group sizes are kept low in core subjects in sets where SEND pupils may require more one to one input from a specialist teacher e.g. English Support Groups.