



# Special Educational Needs and Disability (SEND) Policy

**Swakeleys School for Girls**

**Date Approved: Autumn Term 2024 (20 November 2024)**

**Date of Next Review: Autumn Term 2025**

## Control Sheet

<b>Version number</b>	I.1
<b>Original date approved</b>	
<b>Current date approved</b>	Autumn Term 2024 (20 November 2024)
<b>Approved by</b>	Trustees
<b>Date of next review</b>	Autumn Term 2025
<b>Status</b>	<b>Final</b>
<b>Policy owner</b>	Dr Kerry Laxton Head of Inclusion
<b>Policy location</b>	G:\School\Handbook\POLICIES\Academy Trust
<b>Target group</b>	Staff, pupils, Trustees, public
<b>Consultation Period</b>	
<b>Chair of Committee signature</b>	Acting Chair of Trustees

### Document History:

<b>Version</b>	<b>Date of next Review</b>	<b>Author</b>	<b>Note of revisions</b>
I.1	<b>Autumn Term 2025</b>	KL	

# **Swakeleys School for Girls Special Educational Needs and Disability (SEND) Policy and Information Report 2024**

## **Introduction**

The SEND policy works alongside and in conjunction with The Local Offer made by Hillingdon Local Authority and various other school policies such as the assessment policy, the attendance policy and the behaviour policy and is embedded in the teaching and learning framework of the school.

Provision for children with SEND is a matter for the school as a whole and is addressed through quality first teaching. All teachers are teachers of children with SEND, therefore the teaching of such children is a whole school responsibility.

This policy and information report is based on the statutory Special Educational Needs and Disability code of practice (DfE, 2015)

## **Aim and objectives of the policy**

The SEND policy and information report is intended to exist as a practical working document which will inform and advise staff and which sets out procedures and practice in relation to children with SEND. As a school we acknowledge students' strengths as well as their complexities, and aim to provide the necessary support to enable students to take responsibility for their learning and prepare them for the wider world.

We aim to ensure that:

- Students with SEND are identified, assessed and provided for as early as possible.
- Our SEND students are integrated as fully as possible into educational and social life within the school.
- All SEND students are the shared responsibility of all staff and that teaching is differentiated to reflect this.
- We work in partnership with parents, carers and students with SEND, involving the student where possible in the planning and reviewing of their progress.
- We work collaboratively with external agencies and providers of support.
- We offer training in SEND areas to all staff in school where necessary.

## **Definition of SEND**

The code of practice defines SEND as

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (DfE, 2015).

'Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.

- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if SEND provision was not made for them' (DfE, 2015).

Students could have difficulties in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory or Physical

### **Success criteria**

Students with SEND will make progress in line with other students in the school.

Students not making good progress are identified via the school's tracking system for grade entries. They may also be identified by classroom teachers and teaching assistants if they have evidence a student is not making good progress. The student is then referred to the Head of Inclusion – Dr Laxton, Swakeleys School for Girls, who will arrange any necessary assessments and if required any additional support.

The graduated approach is taken with any potential SEND student: Assess, Plan, Do, Review. Parents/carers and the students themselves are consulted throughout the graduated approach.

### Assess

Some students have already had their needs assessed at primary school and are already known as having additional needs. For students that this does not apply to, or those we feel need a re-assessment, we may run a series of initial assessments in order to establish whether the student requires additional individualised support, or whether their needs can be met through an appropriately differentiated curriculum. A small proportion of students may require additional assessments, which can be discussed with the Head of Inclusion if required.

### Plan

Once the initial assessment has taken place, the class teachers will liaise with the Head of Inclusion for strategies and approaches they can use in addition to their current strategies. As a school we already offer a range of strategies within quality first teaching, however, for some students, further intervention may be required from specialist teaching assistants or teaching staff. Parents/carers are kept informed of any interventions taking place and the progress their child is making.

### Do

The needs of all students are addressed through quality first teaching whereby teachers plan, prepare, deliver and review differentiated lessons and resources. Teachers plan lessons and strategies that will ensure that students are provided with an engaging curriculum, which motivates all students to learn and progress whatever their ability. In some cases, teaching assistants will be timetabled to support groups or individuals in class, under direction of the classroom teacher and/or the Head of Inclusion. In some cases, a few children may require further interventions to support their literacy or numeracy skills, as well as their social skills outside the classroom. These interventions are delivered by the teaching assistants, trained staff and some external providers, and may take the form of 1:1 or small group sessions. All interventions are used to provide extra support for our students to overcome barriers to their learning. The progress of students in each intervention group is kept on a central register and updated as necessary.

### Review

All students who have been identified with SEND will have their progress carefully tracked and monitored by their classroom teachers, year learning co-ordinators and the Head of Inclusion on a termly basis. Where significant progress has been made within an intervention group, that support may no longer be necessary. However, class teachers will assess students regularly to ensure any necessary in class support is received via quality first teaching and differentiation. If progress does not occur and the student continues to be a cause for concern, further school based action will sometimes be necessary. Teachers and curriculum leaders will identify barriers to achievement with the Head of Inclusion and the student's parents/carers. At this stage it may be decided that further interventions or support is put in place, or possible advice from external agencies.

In a minority of cases, when a student is still not be making appropriate progress at an acceptable level, despite all the support and interventions the school has put into place, the possibility of a formal application and assessment for an Education Health and Care Plan (EHCP) may be discussed with the parents/carers. This is then applied for via formal assessment procedures outlined by the Local Authority where the student has demonstrated significant cause for concern.

### **Supporting children and young people as they move between phases of education**

Where students are transferring to Swakeleys School for Girls from primary school and they have SEND needs, information is sent to Swakeleys by the feeder school to inform us of additional needs. Parents/carers and students are invited to a number of transition events and any further concerns can be raised with the Head of Inclusion at these events. Students with an EHCP have already had a consultation period with Swakeleys where their plan has been examined in detail in order to plan for their needs on arrival in year seven. All students with an EHCP, and any other students which primary schools

or parents think appropriate, are invited to an additional transition day with the SEND department so they can experience some lessons and familiarise themselves with the school, canteen procedures and some key staff.

Where students are transferring from key stage 4 to the Sixth Form @ Swakeleys, they are offered a taster day in January of the year of transition and a further experience in the July before admission in September. Any student transferring with an EHCP into Sixth Form @ Swakeleys, will be given advice on appropriate courses in the sixth form before they apply. Opportunities for higher education, employment and independent living is offered via the careers programme.

### **Adaption of the curriculum and learning environment for children and young people with SEND**

SEND students where possible have full access to all school activities so far as it is reasonably practical and relates to the student's needs. All our buildings are accessible via a step free access and have lifts. Parents and young people are very welcome to visit the school to discuss facilities.

Subject teachers are responsible for the progress of all students in their lessons. They are trained to teach children with many types of additional learning requirements and are required to adapt the curriculum to ensure access to learning for all children in their class. Subject teachers plan lessons according to the specific needs of all groups of children in their class. Some specific techniques teachers may use are: modelling, scaffolding, sentence starters, glossary of key words, break down of tasks, prompts, writing frames, pre-teaching of vocabulary, targeted questioning, adaption of resources and positive rewards.

SEND students are fully integrated into the school community, both academically and socially and are encouraged to take part in extra-curricular activities at lunch time or after school.

On occasions where students require additional support, this may be offered in terms of additional adult support within lessons (normally when a student has an EHCP), interventions for literacy or numeracy, social skills group, homework club, games club, speech and language therapy, one to one mentoring and pastoral support from the extensive pastoral team if they need extra support in this area.

### **Skills and training of the staff**

All staff are trained in education and all are aware of the requirements of the SEND code of practice and the Equality Act 2010. Quality first teaching, the graduated approach and differentiation are regularly featured in the teaching and learning meeting time. The Head of Inclusion delivers an extensive session on these areas to all trainee and new teachers as part of their induction as well as to all staff at the beginning of each academic year.

The teaching assistants have various specialisms ranging from subject specialists, literacy, numeracy, social skills, autistic spectrum disorder, mental health, behaviour management and lego-therapy.

The Head of Inclusion has a Doctorate in Education, two Masters in Education and has gained the National Award for Special Educational Needs Co-ordination. She is also qualified in access arrangements, exam concessions and psychometric testing.

### **External agencies involvement**

Swakeleys SEND department has a positive and supportive relationship with the Local Authority Inclusion Team. The Head of Inclusion attends the forums and training events regularly and disseminates information as appropriate. The NHS speech and language therapist, hearing impairment and visual impairment team are also fully involved in the school when necessary.

### **Processes to follow if parents/carers are concerned or wish to complain**

If parents/carers are dissatisfied with the support provided, they should discuss their concerns directly with the school in the first instance. The first person to contact is the child's form tutor or class teacher. If there is still concern, then contact should be made with the curriculum leader of the subject or the year learning co-ordinator. You may prefer to contact the Head of Inclusion at this stage. We would expect any issues to be resolved within this process.

However, if you still feel you have concerns which have not been address then a complaint via the school's complaints procedure can be made.

The Local Authority's Offer is published here:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

The school's contribution to the Local Offer is published on the school website: About us/Special Educational Needs/School Offer.

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