

# Special Educational Needs (SEN) Information Report

## What is the Integrated Resource (IR)?

The IR at Swinton Academy is a twenty place Key Stage Three and Four specialist resource co-located on the mainstream site. The IR provides integrated and bespoke provision for pupils who have an Education and Health Care Plan, have a diagnosis of autism and who can access a mainstream academic curriculum. Admission to the Integrated Resource at Swinton Academy is agreed through consultation with the academy through the Rotherham Local Authority's Special Educational Needs and Assessment Team. Staff working within mainstream and Integrated Resource provision at Swinton Academy have access to Autism Awareness training, with key staff able to undertake bespoke and personalised training based on the identified needs of students for whom placement has been agreed. This training is informed by professionals and reflected in the student's Education and Health Care Plan.

Within the IR the Local Authority has a two-tier approach, places for which are decided directed by the Local Authority. In addition to the above tier, the enhanced tier provides the additional support of higher staff to student ratio and includes the support of one Specialist Integrated Resource Teacher. Both tiers are supported within a separate building situated within the Academy site.

## Swinton Academy's Vision for students with SEND

At Swinton Academy, we believe in acceptance without exception. With a strong commitment to ensuring all students have equitable access to a high-quality education, we believe that every child possesses unique strengths and potential, and we are passionate about creating an environment where each student can thrive academically, socially, and emotionally.

## What is SEND defined as?

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014:

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 them.

A child of compulsory Education provision age or a young person has a **learning difficulty** or **disability** if they:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream education provisions.

## What types of need are provided for in school?

The SEN Code of Practice (2014) does not assume that there are rigid categories of Special Educational Need but recognises that children's needs can be described using four broad areas. These are:

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

Swinton Academy is a mainstream setting, with an onsite, Integrated Resource. At Swinton Academy we undertake to make reasonable adjustments to accommodate learners who display these needs.

## How do you identify students with SEND?

Early identification of SEND students is important to us. Swinton Academy will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observations and assessments
- Internal assessment (following Swinton Academy's regular and detailed calendar of tracking and assessment)
- Screening and diagnostic tests
- Records and feedback from the family of schools
- Information from parents/carers
- External exam results
- External agency information

Usually, it is a combination of the above rather than one single factor which is used to determine a student's SEND. Where we have concerns regarding a student, parents will always be informed and be a key part of the process of deciding next steps.

Ultimate responsibility for collating and monitoring those students with suspected SEND rests with the Associate Inclusion Lead – Richard Gibson  
rgibson@swintonacademy.org.

## Who are the SEND department?

The SEND team within Swinton Academy comprises:

- Assistant Vice Principal – Louise Seagrave
  - Associate Inclusion Lead (and named SENDCo) - Richard Gibson
  - Assistant SENDCo – Paige Latham
  - Inclusion Manager – Shelley Huddleston
  - Assistant Inclusion Manager – Lesley Tierny
  - Teaching Assistants
  - SEND Governor – Shale Bull
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- SEND Enquiries – [send@swintonacademy.org](mailto:send@swintonacademy.org)
  - Assistant Vice Principal (Inclusion) – Louise Seagrave  
[lseagrave@swintonacademy.org](mailto:lseagrave@swintonacademy.org)
  - Associate Inclusion Lead (Named SENDCo) – Richard Gibson  
[rgibson@swintonacademy.org](mailto:rgibson@swintonacademy.org)
  - Assistant SENDCo – Paige Latham [platham@swintonacademy.org](mailto:platham@swintonacademy.org)
  - SEND Governor – Shale Bull

#### Wider Leadership Team:

- Executive Principal for SEND and Inclusion– Katy Wright  
[katy.wright@astoncetrust.org](mailto:katy.wright@astoncetrust.org)
- Principal – Chela Wilson [cwilson@swintonacademy.org](mailto:cwilson@swintonacademy.org)

We are very fortunate to have a committed and dedicated SEND team, featuring a wealth of experience of working with students with SEND. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer which is a list of services offered by a local authority.

## How do we support students with SEND during transition?

We recognise the three key points for students in terms of transition are;

- The move from Primary to Secondary education,
- Year 9 to GCSE
- and the move from Secondary education to post-16 provision. We have a comprehensive programme all of these times, with multiple opportunities for primary students to experience life at Swinton Academy. Particularly for our SEND learners, we provide additional transition visits prior to the summer break before students start in Year 7 in September, giving them an insight into lessons, teaching and socialisation before they join us. For SEND students

moving from Year 9 to GCSE and on to post-16 provision, we ensure that they are fully informed of their options, providing dedicated careers and academic advice and support, as well as liaising closely with their next provider.

## How do we ensure high quality provision for students with SEND?

All our class teachers receive regular training on identifying and supporting students with SEN and are vigilant of any students who aren't making the expected level of progress in their schoolwork, emotionally or socially. This might include not making expected progress at assessment cycles, difficulties in reading and comprehension identified through assessments such as NGRT (New Group Reading Test) or in-class performance, writing and spelling, speed of processing, retaining information and number work.

If the teacher identifies that a student is facing difficulties and barriers, they will begin to explore if the student has any gaps in their learning. Where gaps are identified, the teacher will put in place wave 1 classroom strategies and support to address the concerns.

The SEN Code of Practice (Jan 2015) advocates a graduated response to meeting students' needs through targeted interventions which increase or decrease according to the students' difficulties and strengths at the time, and which should be individualised to allow students to meet their potential.

If the school decides, in collaboration with parents/carers, that a student requires further additional support or interventions to make progress, the SENDCo will liaise with relevant staff to ensure that this happens. However, the subject teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Typical SEND interventions might be:

- Short term extractions from non-core subjects.
- In class support.
- Short term periods of work with external agencies.
- Use of specific reading, literacy or numeracy programmes.

## How do we evaluate the effectiveness of the provision for SEND students?

Twice a year, Year 7, Year 8 and Year 9 sit an NGRT assessment which measures reading skills against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language.

The SENCO, alongside Heads of Faculty, will review the academic progress of young people with SEN at every learning cycle and will identify appropriate support where required.

Children who are on the SEND register have a SEN support plan called a Grid for Learning, and these are reviewed in cycles throughout the year by the inclusion team keyworkers. Parents/carers are involved in this process. However, they can be reviewed responsively any time there are changes in support/needs.

If concerns arise at any of the assessment cycles and it is discussed and decided that your child may need additional provision, we will follow the 'graduated approach' to meeting your child's SEND needs.

## How do we ensure students with SEND are able to access the curriculum and the learning environment?

The school's aim is that all students follow a broad and balanced curriculum. This means that our primary aim is always that students access a full range of lessons. For students with a more severe diagnoses of SEND, we undertake to make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school's Senior Leadership Team, SENDCo, parents/carers and the student themselves

## How will the school support my child's mental health, and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students are supported within Assemblies, PHSE and PD dropdowns days as well as across the curriculum about the importance of positive mental health and how to work with other students.
- We have a Whole School Mental Health pathway which helps students, parents and staff to support young people. We also have two MIND Counsellors who are based with us every week to provide additional support. We also provide ELSA, Early Help and work with external agencies as needed to get the right help for young people.
- Students with SEND are encouraged to be part of the school council.
- Student voice is collected annually as part of a supported questionnaire.
- Students with SEND are also encouraged to be part of any sporting activity or club to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of students with SEND.
- We run a nurture club for students who need extra support with social or emotional development. We run a Homework Club for students who access inclusion two nights after school a week.

- We have a 'zero tolerance' approach to bullying.

## How do we maintain consultation with parents/carers?

We will provide reports every year on your child's progress across all subject areas. Your child's class/form teacher will meet you at least once a year to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

Additionally, if your son/daughter has a SEND need the Inclusion team will contact you at least three times a year, to discuss progress against Grid for Learning targets.

## How are students involved in the process?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

## How do we work with outside agencies and support services to help meet the needs of SEND learners and their families?

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include (but are not limited to):

- Speech and language therapists
- Specialist teachers (of the Deaf or Visually Impaired)
- Educational psychologists
- Occupational therapists
- Specialist Inclusion Team
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Derbyshire Information, Advice and Support Services (DIASS)
- Voluntary sector organisations

## What support is in place for looked-after and previously looked-after children with SEN?

Our Vice Principal for Inclusion is Lindsay Ward. She is also our Designated Safeguarding Lead.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## Where can I go for further information?

If you require further detailed information on the school's policy for students with special educational needs and disabilities (SEND), you can access this through the 'Policies' section of this website. Alternatively, contact the SENDCo via the e-mail address listed previously.

## What should I do if I have a complaint?

In the event that parents/carers have any complaints or queries, referring Swinton Academy's Complaints Policy would be the first port of call.

The SEN Code of Practice (2014) outlines additional measures (on top of the school's usual complaints procedures) the Local Authority must set up for preventing and resolving disagreements.

We will take complaints seriously make every effort to resolve the matter quickly. Complaints can be made following the procedure set out in our Trust Complaints procedure which can be found on our Academy website. Efforts should be made to raise and resolve an initial complaint following the informal processes outlined within the complaints policy. Should you not be satisfied with the resolution, the formal complaint procedure can be followed.

Further support:

SEND code of practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Child and families act 2014

[https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young Person s Guide to the Children and Families Act.pdf](https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young_Persons_Guide_to_the_Children_and_Families_Act.pdf)

Rotherham Council Local Offer

<https://www.rotherhamsendlocaloffer.org.uk/>

Rotherham SENDIASS

<https://www.rotherhamsendiass.org.uk/>