

Swinton Academy

SEN Information Report

Approved by: Chela Wilson & Paige Latham

Date: 25/06/2026

Last reviewed on: 25/06/2026

Next review due by: 25/06/2027



Excellence



Equity



Empowerment

This document should be read in conjunction with the SEND Policy which can be found on our website: Swinton Academy – Policies – Academy Policies – SEND Policy.

Swinton Academy's Vision for students with SEND

At Swinton Academy, we believe 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, with an Enhanced provision. 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:

Feeder Primaries

All relevant documentation is collated by the Academy and discussed with the Inclusion team. There are formal transition meetings with parents/carers and the feeder primary SENDCos. The Academy makes visits to primaries prior to transition and offer enhanced transition packages as appropriate.

Screening

Key Stage 2 information regarding SAT levels is collated and distributed to teaching staff. All pupils on entry to Y7 will complete a New Group Reading Test (NGRT). Some students may require further assessment to support progress. Support for developing reading and literacy is then determined.

By the Academy's Inclusion Team

Staff within the Inclusion team are trained to identify specific SEN profiles within the four areas of need. This may be done through observation, assessment and referral to other bodies.

Parental Request

Parental requests can be made at any time by phone, e mail or letter to the SENDCo and Inclusion Team.

Subject Teacher Request

Staff who have concerns regarding a student may pass concerns on to the SENDCo and Inclusion Team. Ultimate responsibility for collating and monitoring those students with suspected SEND rests with the SENDCo Miss Paige Latham and the Inclusion Team, contactable at paige.latham@swintonacademy.org or SEND-Inclusion@swintonacademy.org

Who are the SEND department?

The Inclusion Team within Swinton Academy comprises:

- Vice Principal
- Associate Inclusion Lead & SENDCo
- Assistant SENDCo
- Inclusion Manager
- Engagement and Learning Coordinator
- Assistant Resource Manager
- Teaching Assistants
- SEND Governor

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 <https://www.rotherhamsendlocaloffer.org.uk/> 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 children 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 education. We have a comprehensive programme at all of these stages.

For students accessing our Enhanced Provision (The Arch), we provide additional transition visits prior to the summer break before students start in September, giving them an insight into lessons, teaching and socialisation before they join us.

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

All our class teachers receive regular training on identifying and supporting children 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 children's 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 child requires further additional support or interventions to make progress, the SENDCo or a member of the Inclusion Team 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:

- In class support
- Short term periods of work with external agencies
- Use of specific reading, literacy or numeracy programmes
- Social and emotion interventions

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

Twice a year, Year 7, Year 8, and Year 9 students 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 SENDCo, alongside the Inclusion Team, Heads of Faculty, the Pastoral Learning Leads, and the Senior Leadership Team, will review the academic progress of students 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 Key Workers. Parents/carers are involved in this process. However, they can be reviewed responsively at 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 ensuring the academy are in line with the Code of Practice's requirement of Assess, Plan, Do and Review.

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

All students at Swinton Academy have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Strategies include; setting within the curriculum, enhanced staffing, specialist provision and equipment within the Academy including the commissioned services of Educational Psychologist, Education Welfare Officer and other specialist bodies as required. Exam Access Arrangements are reviewed and implemented as required, in line with JCQ guidelines.

The Local Governing Body remains committed to improving provision for students and adults who find access to and movement around the site difficult - please see the downloadable 'Accessibility Plan' on the website.

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 as well as across the curriculum about the importance of positive mental health and how to work with other students; achieved through Personal Development lessons and drop-down days.
- We also provide 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 Grid for Learning reviews.
- 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 homework club for students who need extra support.
- 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 teacher will be available to meet with 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 child has a SEND need the Inclusion Team will contact you to discuss progress.

How are students involved in the process?

We recognise that no two students are the same, so we will decide support and involvement on an individual 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 SEND and to support their families. These include (but are not limited to):

- Speech and Language Therapists
- Specialist Teachers (of the Hearing 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
- Pupil Inclusion Panel (PIP)
- Aspire Outreach Service
- SENDIASS (Officers can be contacted on Rotherham 01709 823627. The role of this service is to give impartial advice to parents)

What are the arrangements for students within the Integrated Resource (IR)?

The IR at Swinton Academy (The Arch) is a twenty-place Key Stage 3 and Key Stage 4 specialist resource co-located on the mainstream site. Within the IR, there is also an Enhanced Provision that is teacher-led, with a higher staff to student ratio. The IR provides integrated and bespoke provision for students who have an Education and Health Care Plan, have a diagnosis of autism and who are capable of accessing aspects of 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 the mainstream and Integrated Resource provision at Swinton Academy have all accessed Autism Awareness training, with key staff undertaking 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.

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

Our Vice Principal (Sarah Beevers) is the teacher responsible for Looked After Children (LAC). She is also Designated Safeguarding Lead.

Students who are looked-after or previously looked-after will be supported in the same way as any other child who has SEND. 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 EHCPs 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 'Academy Policies' section of this website. Alternatively, contact the SENDCo or Inclusion Team 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 to Swinton Academy's Complaints Policy would be the first port of call. Swinton Academy's Complaints Policy can be found on the Academy's website Swinton Academy – Trust Policies.

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.