

## **SWEYNE PARK SCHOOL SEN INFORMATION REPORT**

The Sweyne Park School is a comprehensive school, committed to providing a high quality education for the children in our local area. Our main goal as a school is to ensure that all of our pupils achieve the best possible outcomes, both in terms of academic achievement and developing as confident, independent thinkers capable of succeeding in the twenty-first century world of dynamic change. This is equally our ambition for those of our pupils with Special Educational Needs and Disabilities (SEN/D).

This SEN Information Report is designed to provide a clear, comprehensive overview of our provision to meet the needs of pupils with SEN/D. For more information, or to discuss your child's individual needs, please contact the SENCo, Mr Richard Bradley, on telephone number 01268 784721, or by email, [admin@sweynepark.com](mailto:admin@sweynepark.com). Our Inclusion Policy is available on request from the school office.

### **Partnership Working**

Parents and carers have a key role to play in their child's education and as a school we are keen to work in partnership with parents. All parents receive the following:

- Annual Parents' Evening
- Year 7 Academic Induction meeting
- Learning reviews in Year 10 and 11 with a senior member of staff

In addition, the following are made available for parents of children with SEN/D:

- Academic induction and learning review meetings are with a member of the SEN/D team.
- SENCO/Assistant SENCo available without appointment at Parents' Evenings.
- Parents are welcome to telephone the school to make an appointment with the SENCO/Assistant SENCo to discuss their child's progress and any concerns they may have.

We are also committed to involving pupils in their education, by engaging in ongoing dialogue through profiling with their form tutor. Pupils are also encouraged to attend parents' evenings. A key part of our engagement with the pupil voice is our School and Year Councils. These are chosen through free elections by the pupils; each year, pupils with SEN/D have been represented on Year Councils, as well as the School Council.

Pupils with statements of special educational needs are specifically involved in their Annual Review through recording their views on the pupil view section of the paperwork, and are encouraged to discuss their achievements during the meeting.

While we will always try our best to meet pupils' needs, there may be times when parents/carers, or pupils, have concerns about their progress. In the first instance, these concerns should be directed to the SENCo. We will always aim to find a swift resolution to any concerns and are keen that parents contact the school at the earliest opportunity if they feel that they have a concern. If parents/carers feel that their concerns have not been resolved satisfactorily, they should contact the Headteacher, Mr Andy Hodgkinson.

## Identification of pupils with SEN/D

To identify pupils who may have SEN/D, we use a range of data:

- Information from feeder primary schools
- KS2 assessment information
- Reading and spelling tests
- MIDYIS tests
- Progress data (monitoring grades / reports)
- Standardised assessment tests carried out by SENCo / Assistant SENCo
- Information from pupils, parents, teachers and outside agencies.

## Special Educational Provision

As a school, we aim to have in place high quality provision for all categories of need identified in the SEN Code of Practice. Our particular specialism is Hearing Impairment, and we have a Resource Base for Hearing Impaired Pupils. For more information regarding the RBHIP, please contact Ms Joy Jacob, Head of the Resource Base.

The vast majority of our provision for pupils with SEN/D takes place in the classroom, alongside their peers. We aim to provide a broad based, dynamic curriculum that provides challenges for all our pupils regardless of their prior attainment, special need or difficulties. In order to do this, teaching staff prepare lessons carefully, using differentiated teaching approaches and resources. In this, they are supported by our team of Learning Support Assistants (LSAs), who are deployed to develop pupils' learning either by supporting them directly in the classroom, or by preparing resources that will enable them fuller access to lessons. In addition to this, we also have interventions in place to address areas of difficulty. These include Toe – by – Toe, Catch Up Literacy, Word Wasp, Reading and Spelling groups as well as bespoke individual interventions around specific learning difficulties and communication, emotional and social needs. Pupils with statements of special educational needs or EHCPs are assigned a keyworker, with whom they meet at least once a fortnight.

The effectiveness of the support in place is evaluated through examination of pupil outcomes, both in the form of achievement data and 'softer' outcomes, such as increased confidence, attendance and engagement. Observation and discussion with pupils and parents also play a key part in determining future development priorities.

## Securing the Expertise of Staff

The school employs specialist staff in the Learning Development and RBHIP areas of the school, many of whom have specialist qualifications. SEN/D is a part of our Continued Professional Development menu, with training being offered on high incidence needs, as well as meeting the needs of pupils with difficulties in areas such as literacy. Individual teaching staff receive coaching and mentoring from members of the SEN team as appropriate. The SENCo holds the National Award for SEN Co-ordination and the Certificate of Competence in Educational Testing.

### Adaptations to the Learning Environment

Adjustments have been made to the school to ensure that all specialist curriculum areas (Design and Technology, Science and Art) are accessible by pupils and ramps and automatic doors have been installed to enable easy access to all areas of the school. There is a lift to allow access to upper stories and classes are re-roomed if a pupil may struggle to access a location. Additional resources such as writing slopes, Diachem matting and specialist chairs are also made available if necessary. Lesson resources are adapted by enlargement or medication to ensure that all pupils can access them. A range of modifications have been made to the learning environment to enable pupils with hearing impairments to access school life: full details are available from the RBHIP.

### Links with outside agencies

The Sweyne Park School maintains good relationships with a range of outside agencies to augment our support for pupils with SEN/D. In particular, Local Authority Specialist Teachers support pupils in the transition to Year 7, and we are also members of the Rochford Local Delivery Group, enabling us to access support workers and an educational psychologist. Health and social care are involved when necessary to meet pupils' needs effectively.