

Swanwick School & Sports College
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Special Educational Needs and Disability (SEND) Policy

Date	Review Date	Special Needs Co-ordinator	Nominated Governor
October 2025	November 2025	Charlotte Mckee	Karen Hudson

1. Aims and Objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Support and make provision for pupils with special educational needs and disabilities.
- Provide a broad and balanced curriculum that is adapted to the needs and abilities of all pupils at SSSC.
- Support all pupils to fulfil their aspirations and achieve their best and support them in a successful transition to adulthood.
- Ensure all pupils at SSSC can take a full and active part in school life and the whole school community.
- Communicate with pupils at SSSC and their parents/carers to be involved in discussions and decisions about provision for pupils at SSSC.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Admissions

- All pupils attending SSSC will have an Education Health Care Plan.

3. Definitions

3.1: *Special educational needs (SEN):*

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

Children have a *learning difficulty or disability* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which 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 education authority.
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

3.2: Disability:

Pupils are considered to have a disability if they have physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. SSSC will make reasonable adjustments for pupils with disabilities, so that they are not disadvantaged.

3.3: The four areas of need:

The needs of pupils with SEND are grouped into four broad areas. Pupils may have needs that cross over more than one area, and their needs may change over time. The four main areas of need as set out on an EHCP include:

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

The school will make reasonable adjustments for pupils with disabilities and supporting SEND.

3.4: Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- for children under two, educational provision of any kind.' (Education Act 1996)

4. Statement of Intent

It is the aim of SSSC to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided at SSSC.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

5. Roles and Responsibilities

5.1: Role of the Governing Body

The Governing Body is responsible for making sure the following duties are carried out, though the duties may be delegated to a committee or an individual. The Governing Body:

- Has a nominated Lead Governor who visits the school regularly and works with the Headteacher and Senior Leadership Team.
- Monitor the quality and effectiveness of SEND provision within the school.

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- Has regard to the Code of Practice when undertaking its responsibilities.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Ensures that information including policies are published on the school's website
- Has responsibility for the effective implementation, monitoring and evaluation of this policy

5.2: Role of the Headteacher

The Headteacher will:

- Ensure all school personnel, pupils and parents/carers are aware of and comply with this policy.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring budgets and funding allocated by the LA to support pupils with SEND.
- Ensure that the daily management of special educational needs provision is effective.
- Keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs.
- Work with the Senior Leadership Team, SENCO and Deputy SENCO along with the teaching and support staff to provide specific training needs and support all pupils with SEND.
- Monitor the effectiveness of this policy.
- Produce reports to be shared with the Governing Body for pupils with SEND.
- Produce a SEN report that will be made available on the school website.

5.3: Role of the Special Needs Co-ordinator (SENCO)

The SENCO will:

- work with the Headteacher to oversee the day-to-day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school alongside the SLT;
- provide guidance and support to all staff;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents/carers;
- complete annual reviews;
- work with feeder or transition schools
- annually report to the Governing Body on the success and development of special educational needs
- work with outside agencies to support the special educational needs of our pupils.

5.4: Role of staff at SSSC:

Staff are responsible for:

- Knowing that all pupils who attend SSSC have an EHCP that is reviewed annually.
- Being aware this policy and implementing it to support all pupils at SSSC.

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- Planning, providing and supporting the delivery of high-quality teaching that is aspirational, relevant and purposeful for all pupils at SSSC.
- The progress and achievement of pupils that they teach/support.
- Communicating with parents/carers.
- Writing and reviewing Risk Assessments, Positive Handling Plans and any other personal plans as required in line with SSSC's procedures.
- Attending weekly CPD meetings and INSETS and additional training as required.

5.5: Role and Rights of Parents/Carers

We encourage parents/carers:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils.
- to attend consultation events and annual reviews.
- provide information about the impact of SEN support outside and any changes in the pupils needs.
- attend relevant coffee morning events.

5.6: Role and Rights of Pupils

Pupils will always be given the opportunity to provide information and express their views. At SSSC we believe in pupil voice and have half-termly School Council meetings.

We want all pupils at SSSC to:

- Access a high-quality curriculum that is adapted to their learning.
- Experience a wide range of opportunities made available to them during their time at SSSC.
- Be able to explain their strengths and difficulties.
- Contribute to setting targets and/or outcomes.
- Provide their views for Annual Reviews if appropriate

6: SSSC's Approach to SEND

6.1: Provision and Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is adapted to their needs
- a range of teaching strategies to meet their needs
- Group Education Plans to enable staff to successfully support pupils around school.

At SSSC we have two Pathways, Cognition and Nurture, to ensure we offer a tailored curriculum for all of our pupils.

At SSSC all pupils are assigned to a class/year group where typically a class will have a teacher and one Teaching Assistant. Teaching Assistants will support pupils either during whole class teaching or as part of smaller groups.

6.2: Identification, Assessment and Level of Intervention

At SSSC although all pupils have an EHCP it is important that all staff have the necessary observational skills to identify any changes to a pupil's attainment and/or behaviour that could be the result of an undiagnosed SEND.

6.3: An Education Health Care Plan will:

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs. At SSSC this may include SALT and/or OT support.
- state the views and aspirations of the child and parents/carers.
- Provide details of personal budgets if applicable.

6.4: The Annual Review will:

- for Derbyshire County Council pupils be completed on the EHC Hub.
- review the strengths and areas of need for each section of the EHCP
- review the provision in place for the child
- collect pupil and parent/carer views.
- review outcomes on the EHCP and make recommendations to update as required.
- consider transitions, life skills, employability and careers as part of the review.
- consider ending, continuing or amending the existing Education Health Care Plan.

7. Expertise and training of staff:

SSSC aims to keep all staff up to date with relevant training and developments in relation to the needs of pupils.

All staff attend weekly staff meetings that are tailored to the needs of our pupils, in addition SEND information is updated regularly and disseminated to all staff.

The school has a programme of CPD and staff are encouraged to complete additional training and courses provided through external providers when required.

8. Partnerships

We believe that a close partnership with **parents/carers** will enable children to progress. Parents/Carers have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support such as:

- Multi-Agency Team
- Derbyshire Educational Psychology Service

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- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Speech and Language
- Social Services
- Community Pediatricians and GPs
- Occupational Therapy
- Physiotherapy
- Derbyshire Information Advice and Support Service
- Education Welfare Officers

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

9. Complaints Procedure

Parents/Carers who have a grievance or complaint about their child's SEN provision are encouraged to ask for a mutually convenient meeting with a member of the Senior Leadership Team in order to help resolve the issue. If required they will be referred to the school's complaints procedure.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and schools about the special educational provision made for their child.' (SEN Code of Practice)

10. Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website
- Staff Inductions

11. Monitoring and evaluation:

The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **SEN policy** document is undertaken every year. The SEN policy is a working document and is kept under constant review.

SENCO:	Charlotte McKee	Date:	October 2025
Headteacher:	Danielle England	Date:	October 2025
Chair of Governing Body:	Karen Hudson	Date:	October 2025

12: Links with Other Policies:

- Admission Policy
- Accessibility Plan
- Attendance Policy
- Behaviour and Attitude to Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Complaint Procedure