



Swanlea School local offer

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

At Swanlea we are very proud to be an inclusive school - everyone is welcome.

Equality is at the core of everything we do at Swanlea. As a school we are enriched by the diversity our cultures represented. Our children with special education needs are well looked after and supported.

Swanlea School is a barrier free school and is committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in all aspects of school life. As a school, we promote positive images of people with disabilities throughout the school. The achievement of pupils and students is monitored and we use this information to raise standards and ensure inclusive Teaching and Learning. At Swanlea School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our school.

Type of school/college we are

Swanlea is a large, vibrant and thriving school in the centre of London. With roughly 1000 students on roll, plus a further 500 studying at our collaborative Sixth Form, Cambridge Heath.

Our Ofsted rating

July 2013 – Outstanding

How we give pupils/young people a voice

- School council.
- A person centred planning is used for all annual review and TAC meetings.
- Learning walks - feedback from pupils is received and acted upon
- Pastoral staff listen to pupils and facilitate dialogue to address concerns.
- All pupils with a statement have a pupil passport which helps them to share information pertaining to their SEND with staff.

How we know if a child/young person has special educational needs

- Pupils with SEND are identified by primary school staff prior to transition. A comprehensive transition programme, including liaison meetings with primary teachers, additional visits in the Summer term and access to our Summer School all increase our knowledge of individuals' needs. This allows for early intervention.
- Baseline testing in year 7 in conjunction with KS2 data analysis is used to identify pupils with additional needs.
- Fortnightly multi-agency Student Support Panel meetings per year group discuss individual pupils, action plan a program of intervention and review to ensure progress.
- Referrals from teaching and non-teaching staff, parents and self-referrals are actively encouraged.

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What we do to help children/young people with special educational needs

- Quality first teaching is provided in all lessons.
- The school also has a comprehensive literacy intervention pathway at KS3 which provides additional support at wave 1 & 2. Pupils requiring further intervention have intervention from the Inclusion Faculty Team.
- The inclusion faculty offer a variety of support to pupils with SEND, this includes referrals to external agencies for assessment, action-planning and provision mapping and reviewing in liaison with pupils and parents.
- All pupils with a statement have a Pupil Profile outlining their strengths, difficulties and suggested teaching strategies. This is shared with teaching and support staff.
- Support for pupils with SEND includes in-class TA support, 1:1 mentoring and small group withdrawal.
- SEND provision is evaluated and monitored annually via the schools Progress and Attainment Review system and through the writing and review of Faculty Operational Plans.

How we adapt our teaching for children/young people with special educational needs

- Quality first teaching is provided in all lessons with a focus on differentiation, ensuring all pupils can access the curriculum.
- Literacy and numeracy interventions are offered through withdrawal sessions by inclusion staff.
- The Inclusion Faculty offer ongoing training to mainstream staff on meeting individual needs within the mainstream context.

How we decide what resources we can give to a child/young person with special educational needs

- The school meet the needs of statemented pupils in line with the long term objectives which outline special educational provision.
- Pupils without a statement benefit from provision which is allocated on the basis of need as determined at Student Support Panel Meetings.
- Allocation of support and resources is overseen by the Senior Leader for Inclusion with Inclusion staff leading on intervention programmes and the subsequent monitoring of this provision.

How we check that a child/young person is making progress and how we keep parents informed

- All children in the school have their progress reviewed termly.
- Pupils not making expected progress are discussed at Academic Review Meetings and an action plan is put in place to raise achievement.
- For pupils with complex needs, progress is reviewed by the routine monitoring and built in to schemes of learning and specialist intervention programmes.
- For pupils with statements, progress is monitored via annual review with opportunities for parents to feed into reviews.

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Support we offer for children's/young people's health and general wellbeing

- Pastoral staff and the Learning Coordinators work across the school to support the day to day wellbeing of our students. They also attend regular Student Support Panel Meetings with the Inclusion Team to discuss individual pupils causing concern and then plan provision and interventions to meet pupil's needs.
- The Inclusion Faculty identify and support need in line with the Tower Hamlets Wellbeing Model.
- The school have a team of support staff to support pupils with Social, Mental Health and Emotional needs, including a counsellor, inclusion mentors and CP officer.
- Children with specific medical needs may have a Health Care Plan draw up in consultation with parents and staff to ensure their needs are met.

Specialist external services we use when we think extra help is needed

The school works closely with to the following external specialist services as required:

- Educational Psychologist
- Speech therapy
- Occupational therapy
- Physiotherapy
- Sensory impairment teams
- CAMHS
- Phoenix outreach team (ASD)
- Physical disabilities specialist team
- School nursing specialist medical needs team
- Social services & School Police Liaison Officer
- School Inclusion Panel

The training our staff have had or are getting

- Whole staff training on the new SEN Code of Practice.
- Inclusion Mentors have begun an accredited counselling course
- All inclusion and pastoral staff have received CAF/ Family Wellbeing training
- Training on Ruth Miskin Intervention planned for January 2015.
- Inclusion mentors have received training on small group interventions.
- Empower training for pastoral staff on pupils at risk of exploitation.

How we include children/young people in activities and school trips

- All pupils at Swanlea are expected to take part in the whole school extra-curricular and enrichment programmes. This requires the school to make reasonable adjustments so for example where a whole year group are travelling by public transport, it may be the the school pay for taxis to take children with physical disabilities or mobility needs.
- All children are included in the school's programme of residential trips.
- Some specialist after school activities are run for pupils with SEND, for example cooking club. Similarly, the nurture group sometimes go on trips as a group.

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Our school environment

- Swanlea school is fully accessible with ramps to enter and exit the building and lifts to access the first and second floors. The school has disabled changing and toilet facilities in the Inclusion Faculty.
- The school secures equipment and facilities to support children and young people with special educational needs on loan and via its delegated budget.
- Pupils access the main school facilities at breaks and lunch times ensuring they have opportunities to be included in the life of the whole school.
- We make reasonable adjustments to ensure that the school environment is as accessible as possible. We will endeavour through all capital works to ensure that access is a priority.

How we prepare for children/young people joining our school and leaving our school

- Pupils with SEND are identified by primary school staff prior to transition. A comprehensive transition programme, including liaison meetings with primary teachers, additional visits in the Summer term and access to our Summer School all increase our knowledge of individuals' needs. This allows for early intervention.
- Baseline testing in year 7 in conjunction with KS2 data analysis is used to identify pupils with additional needs.
- Pupil progress is monitored termly with opportunities to access specialist support as appropriate.
- Pupils with statements have transition reviews in year 9 and 11 with input from a specialist careers advisor to ensure appropriate courses and placements are sought.
- Inclusion Teachers support parents with KS4 to 5 transition by visiting colleges with them and supporting them to choose appropriate placements for their children.
- All annual reviews are held using a person-centred approach which ensures the child's views are sought and listened to.

How parents are involved in school life

- Parents are invited to weekly coffee mornings to discuss issues of concern, meet other parents or to familiarise themselves with the school environment.
- The school has a parental liaison worker who coordinates a programme of courses available to parents at Swanlea School.
- Parents are represented on the Governing Body and the SEND Governor is responsible for ensuring that support is provided for all children with SEND.
- Translators are available for progress and review meetings, including parents' evenings.
- Parents of children with SEN are consulted regarding their views on their child's provision, support and experiences at Swanlea school.

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Who to contact for more information or to discuss a concern

The first port of call for pastoral concerns is the child's form tutor. If there are specific concerns pertaining to the child's special educational needs parents should contact Janet Bergin-Miah, Senior Leader/ Inclusion, who will signpost them to the most appropriate member of staff

Our offer to children with special educational needs and disabilities was prepared in September 2014. It will be reviewed in September 2015.