



## Swanlea Secondary School

Executive Headteacher: Ms B Landers

Head of School: Mr K Miah

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| New document: Nov 2025  |
| Approved: FGB 03 Dec 25 |
| Review by: Nov 2026     |

### SEND Information Report 2025 - 2026

Swanlea School is a barrier free school and is committed to ensuring equality of education and opportunity for pupils or staff with a disability and all others 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.

This would include the celebration of achievements and the promotion of positive images of persons with a disability throughout the school. All students on the SEND register are effectively tracked, and the impact of interventions are closely monitored and evaluated to optimise student progress. We will 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. 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.

### How do we identify Special Education Needs?

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will use the Graduated Approach to identify SEND students through a tiered process of assessment and support. The approach is structured around a four-part cycle known as **Assess, Plan, Do, Review** (APDR), and it typically progresses through three levels of intervention. The Graduated Approach encourages a **graduated level of support**, starting with high-quality teaching and moving to more tailored, intensive interventions if needed. It's designed to be a dynamic and cyclical process that can be adapted as the child's needs change, ensuring that students with SEND receive the right level of support at the right time.

The school will measure children's progress by referring to:

- evidence from teacher observation and assessment noted on a concern referral form
- their performance against the level descriptions within the National Curriculum at the end of a key stage

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- standardised screening or assessment tools.

Additional assessments may be as follows:

- Interventions through the gradual approach
- SENDCo screening
- Phonological screening
- Dyslexia screening
- Speech and language assessments
- Educational psychologist assessments
- Phoenix Outreach Service observation for pre-diagnosis

The SENDCo cannot diagnose a young person but can assist with identifying needs and required intervention through early identification and assessment.

### How we support our SEND pupils

When a pupil is identified as having special educational needs, we provide interventions that are additional to or different from those provided as part of the school's usual adaptive curriculum. This intervention will be described as SEN Support, (K). The triggers for intervention through SEN Support could be concern raised via SSP, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having Pastoral Support Plan (PSP).
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist external service



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- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The Deputy SENCO will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. Inclusion staff, alongside the pupil's subject and pastoral teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme. In some cases, outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, with the parent's permission, we will contact them.

### What types of SEN does the school provide for?

Swanlea school provides for pupils with the following needs:

| AREA OF NEED                         | CONDITION                                                                  |
|--------------------------------------|----------------------------------------------------------------------------|
| <b>Communication and interaction</b> | Moderate Autism spectrum disorder (ASD)                                    |
|                                      | Speech and language difficulties                                           |
| <b>Cognition and learning</b>        | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|                                      | Moderate learning difficulties                                             |
|                                      | Severe learning difficulties                                               |

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| <b>Social, emotional and mental health</b> | Attention deficit hyperactivity disorder (ADHD) |
|                                            | Attention deficit disorder (ADD)                |
| <b>Sensory and/or physical</b>             | Hearing impairments                             |
|                                            | Visual impairment                               |
|                                            | Multi-sensory impairment                        |
|                                            | Physical impairment                             |

### Nature of Intervention

Inclusion staff and the LCO in collaboration with the pupil's subject teachers via SSP referrals should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be: -

- to provide different learning materials or special equipment,
- to introduce some group or individual support,
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies.
- access to LBTH support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies.

When school seeks the help of external support services, those services will need to see the pupil's records to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting PSP for the pupil will set out new strategies for supporting the pupil's progress. Needs will be set out via new strategies for supporting student progress.



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### ***ASDAN qualification***

We deliver the ASDAN Towards Independence and ASDAN Short Courses.

All the programmes link to nationally recognised qualifications.

### **Improvements in Access to the Curriculum**

The Inclusion Faculty gives guidance on improving the accessibility of the curriculum for students, including those with disabilities. All subject teams are required to include subject specific guidance on accessibility to the curriculum and supporting individual needs in schemes of work and subject handbooks. These are monitored in the Lesson Observation Process during Performance management Reviews, Faculty Reviews, Learning Walks and through Pupil Questionnaires. The school works in partnership with the LA and specialist staff to ensure that particular needs are catered for e.g. students with PMLD have specialist equipment.

At KS3 SEND Pupils receive Literacy, Speech Language and Communication lessons to bridge gaps that are identified at the start of year 7.

At KS4 we enter pupils for ASDAN, Towards Independence and ASDAN Short Courses.

Inclusion teachers in addition to their specialist roles also teach in mainstream classes. Trained Teaching Assistants support pupils in class to fully access the National Curriculum.

### ***Additional SEND Intervention***

| Internal Interventions                    | Swanlea providers                                     |
|-------------------------------------------|-------------------------------------------------------|
| Medical Care Plan management              | Well Being Hub Co-Ordinator                           |
| Speech and Language Intervention Sessions | Speech and Language Pastoral Teaching Assistant (PTA) |

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| Handwriting Club                                                                                                                                                        | Pastoral Teaching Assistant (PTA)                       |
| Literacy/EAL club                                                                                                                                                       | Pastoral Teaching Assistant (PTA)                       |
| Homework club                                                                                                                                                           | Pastoral Teaching Assistant (PTA)                       |
| Inclusion Mentoring                                                                                                                                                     | Inclusion Mentors                                       |
| Social Communication session with the Educational Psychologist                                                                                                          | Educational Psychologist and Inclusion department staff |
| Zones of Regulation – strategies to support emotional regulation and self-management                                                                                    | Behaviour Mentors/ Pastoral Teaching Assistant (PTA)    |
| RSE (PSHE) using Barnardo's SEND Programme and Learn and Thrive Programme of Study                                                                                      | SENDCo and Pastoral Teaching Assistant (PTA)            |
| Talk About Programme – targeting social communication development                                                                                                       | Pastoral Teaching Assistant (PTA)                       |
| Lego therapy                                                                                                                                                            | Pastoral Teaching Assistant (PTA)                       |
| <b>External Interventions</b>                                                                                                                                           | External agency providers                               |
| Social Communication session with the Educational Psychologist                                                                                                          | Educational Psychologist and Inclusion department staff |
| Talk About Programme – targeting social communication development which promotes emotional literacy, social skills and understanding around rules for peer interaction. | Phoenix Outreach Service                                |
| Coping with exam Stress Workshop                                                                                                                                        | Tower Hamlets Education Wellbeing Service (THEWS)       |
| ASD Interventions – specialist support for students with Autism                                                                                                         | Phoenix Outreach Services                               |



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| Year 9 Options Guidance Sessions to support informed decision-making | Tower Hamlets Education Wellbeing Service (THEWS) |
| Careers Advice sessions - Year 9,11 and 13                           | Careers Advisory Service, Young Work Path         |
| Counselling                                                          | Step Forward                                      |
| FutureMe Progression Coaching                                        | Think Forward                                     |
|                                                                      |                                                   |

In addition to the external agencies listed above, we also work with:

- Local Authority Educational Psychology Service
- Speech and Language Therapy Service
- Language and Communication Team
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy Service
- Specialist Teachers for Visual, Hearing, or Physical Impairments
- Sensory Impairment Team
- Advisory teacher for children with physical and medical conditions. (LAS)
- Social Care Services
- Health Visiting and School Nursing Teams
- Voluntary and community organisations offering specialist support
- Phoenix Outreach Service
- School Nurse
- Specialist Nurses (Sickle Cell and Diabetes)
- Children Physiotherapy Services
- Beatrice Tate Outreach Service
- Parents Advice Centre
- Virtual School for CLA

The above provisions are reviewed regularly by the SENDCo to assess whether they are contributing significantly to student progress and offer value for money. The Inclusion team is responsible for maintaining an individual provision map for each student with SEND.

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### **Social, Emotional, and Mental Health**

The main aims of our school anti-bullying and mental health and wellbeing policy are:

1. To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and that all staff are free from fear of bullying.
2. To promote positive mental health in all staff and pupils and to increase understanding and awareness of common mental health issues.
3. To provide support to staff, pupils and parents working and/or suffering with mental health issues.

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur and promote positive mental health.

#### **These can include:**

PD lessons, mental health lessons, regular SLT/year team leader and student-led assemblies; regular questionnaires; class rules; reviewing school policy; external visitors with personal experience of these incidents. Also, Promotion of anti-bullying, diversity and equality week/days

#### **We seek to prevent bullying by:**

- developing a code of behaviour (Swanlea Values and Stand-Up Speak Out Campaign and Stand-Up Speak Out ambassadors that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it.

### **How we promote SEND student voice**

At Swanlea School, we are dedicated to ensuring that every student, including those with Special Educational Needs and Disabilities (SEND), has an active and meaningful voice in shaping their learning and school experience. We believe that listening to and acting upon the views of our SEND students is essential to fostering inclusion, confidence, and personal growth.

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SEND student voice is promoted through a range of opportunities, including individual pupil voice sessions, review meetings, and participation in the wider School Council. SEND representatives contribute to discussions on school improvement, accessibility, and wellbeing, ensuring that their perspectives are heard at all levels of decision-making. The Head Boy and Head Girl, along with the senior student leadership team, play an important role in championing inclusion and equality across the school. They work closely with staff and student councils to make sure all pupils – including those with SEND – feel represented and valued.

### **How we work with our parents and families**

Partnership with parents and families is central to our approach. The SEND team maintains strong, collaborative relationships with parents through regular communication, review meetings, and information sessions.

Parents are encouraged to share their insights and take an active role in shaping their child's support and development. Together, we create a consistent and nurturing environment that helps SEND students to thrive academically, socially, and emotionally.

For parents of students with Education, Health and Care Plans (EHCPs), we hold annual review meetings. These meetings provide the opportunity to speak to SEND leads and pastoral and external professionals (where appropriate) about targets and provisions designed to meet their child's needs.

### **How we support transition**

Swanlea School has a rigorous transition framework for SEND, EAL and LAC pupils. We visit our primary feeder school and collate comprehensive information on our successive cohorts to enable us to plan effectively for their transition. Information is also gathered through the Admission Interviews, and through discussions with Outside Agencies. Additional visits are arranged for vulnerable pupils to ease the transition process.

The Head of Inclusion and Learning Co-Ordinator collaborate on assessing the needs of students joining the school intra-year or after Year 7. Appropriate support is arranged to ensure students are integrated into school life and make progress.



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### **Admission for SEND Pupils**

In accordance with the SEND Code of Practice 2015, Swanlea School is committed to offering a placement to a young person who possesses an Education, Health, and Care Plan (EHCP) specifically naming our school, unless there are exceptional circumstances that prevent us from doing so. The placement offered will align with the student's appropriate ability level, ensuring a suitable educational environment that supports their unique needs and requirements.

The SENDCo actively engages with local professionals to share best practices and stay updated on current and local initiatives. They gained advice and guidance from various services to review, evaluate, and develop provisions for young people with complex needs.

### **The Local Authority Local Offer**

London Borough of Tower Hamlets local offer can be found:

<https://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

### **Contact details for raising concerns**

For everyday issues, students/parents can approach their tutor, deputy Learning Coordinator (LCO) or Learning Coordinator (LCO). However, if there are more serious concerns related to special educational needs and pupil requirements, the Deputy SENDCo for each Key Stage or the Assistant Head (SLT lead for Inclusion) should be notified so we can work together to resolve concerns and plan support. If a family is not satisfied with the school's response they will then be referred to the school's complaints policy.