



SEND Information Report: SWBGS

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Signed
Chairman of Governors
Date

Special Educational Needs and Disability Report 2019

The aim of this Annual report is to set out details of the provision that SWBGS currently offers to students with Special Educational Needs or Disabilities (SEND). This report is annually reviewed and includes feedback from parents, students and staff, and local and national guidance.

It can be accessed as part of the Bucks Local Offer which is available on the Bucks Family Information Service website www.bucksfamilyinfor.org/localoffer. (Available on SWBGS website via Parents Section).

The school follows the guidance given by the Special Educational Needs and Disability Code of Practice 2014 (Department of Education). The school also has its own SEND Policy, which gives further details relating to the procedures in place, and this can be accessed via our website.

We aim to provide an environment in which all students can reach their full potential and where the individual needs of all students are understood, valued and met.

Graduated Approach to SEND Support

High quality teaching, differentiated for individual students, is the first step in supporting students who may or may not have SEND.

Most students make progress within an inclusive curriculum

Differentiation of learning activities in subjects within the curriculum framework support staff to meet the needs of all students. This normal differentiation may include:

Setting differentiated learning objectives and outcomes

Utilising a range of approaches to teaching to maximise the achievement of all students (SEND Code of Practice 2015).

Types of SEND :

Cognition and Learning

Dyslexia/Dyslexic type difficulties
Dyspraxia/DCD

Social, Emotional and Mental Health

ADHD – Attention, Deficit and hyperactivity
Anxiety and related disorders
Depression and severe low self esteem
OCD – Obsessive Compulsive Disorders
ASD – Autistic Spectrum Disorders

Social and communication issues

Speech and Language difficulties
ASD – Autistic Spectrum Disorders

Sensory and/or Physical Needs

Visual impairment
Hearing impairment
Physical Difficulties
Medical issues requiring physical adaptations at school

EHCP: Education, Health and Care Plan – this is a legal document which sets out a description of a child's needs and what needs to be done to meet those needs by education, health and social care. It is usually only a very small number of children with especially complex and severe needs - which require very high levels of support – who are issued with an EHCP.

Transition from Primary/Previous Schools

Students may have been identified at their primary/previous schools as having SEND. Students are visited in their primary schools in the summer term of Year 6 and any Special Educational Needs are noted and shared with the SENDCo.

When appropriate, the SENDCo will meet with parents and students prior to their arrival in Year 7 or any other relevant year. Students with SEND are admitted subject to their meeting the entrance criteria. Students with an EHCP will have a specific programme of transition support, involving an individual tour of the school, meeting

with the SENDCo and other key staff. Specific training for teaching staff working with students with an EHCP is arranged to ensure staff are fully aware of the student's requirements.

Students from years 7 to 13 may be referred to the SENDCo by teachers, parents, through self-referral or other professionals. Students may be referred for a wide range of issues including writing (e.g. spelling, handwriting), persistent and severe concentration or anxiety issues, and problems with speed of working. SWBGS also looks at information from previous schools eg KS2 testing, student progress grades and information provided by teachers about student's current learning needs in lessons.

When a student progress issue is identified, support is offered to students within subject areas. This may include: targeted drop-in sessions or clubs run by departments, targeted individual support in lessons from the subject teacher, Supporting Aspiration work or specific differentiation measures.

Investigating student's learning needs

When a student is referred, the SENDCo will look into the learning needs of the student. This will include collecting information from subject teachers, consulting with parents and discussion with the student.

A student may also be referred for assessment by the qualified registered Specialist teacher working with the school. Assessment by the Specialist teacher will aim to identify specific learning needs, such as Specific Learning Difficulties, and may recommend referral for students where a medical or other professional diagnosis is required(eg ASD/ADHD/DCD/SpLD Speech and Language).

Advice will be given to students, parents and teachers about specific support strategies in class, recommending additional provision and intervention if appropriate. The assessment may also identify need for exam access arrangements.

Support for SEND identified students

Students who are identified with learning difficulties or a need that cannot be met through normal classroom differentiation may be provided with a support plan and profile. This will outline the approach to be used in class and additional support organised for them, including exam access arrangements.

There will be specific strategies for the subject teacher to put in place in the classroom for that student and it is the classroom teacher's responsibility to implement strategies in their teaching and learning provision.

The support plan will take into account any assessment or advice from specialists involved with the student, such as Speech and Language Therapy, Educational Psychologist or Specialist Teachers and includes parents' views.

SWBGS's aim is for all students with a special educational need to have a positive and clear voice and understanding with regard to their own learning, target setting and reviewing progress. Actions agreed take into account each student's strengths as well as their challenges.

All students are encouraged to participate in extra-curricular clubs and activities.

Progress Monitoring

All students are monitored by their termly grades which look at progress, effort and attainment. This information is analysed by the student's Head of Key Stage /Year and the SENDCo. Progress for SEND students is highlighted at these assessment points and their progress is compared with the whole cohort.

EHCP students are fully evaluated during their annual reviews and on an ongoing basis.

Reviews of student progress will include consideration of specialist equipment and/or support that will aid the student to continue to make progress and preparation for Higher Education/adult transition.

Ongoing monitoring takes place by class teachers/form tutors to identify students who are not making progress or whose needs are affecting their ability to engage in learning activities.

Transition stages

SWBGS offers support with subject choices when students move into KS4 and KS5, as well as support when applying to university. Students have the opportunity to meet with an Adviza Advisor from Year 9 onwards. There is also a Careers Advisor available within school.

Provision effectiveness

Orders grades are analysed to check progress of SEND students.

Provision is mapped to ensure it is monitored and reviewed for effectiveness. Teacher and support staff feedback, as well as observations, also ensure effectiveness of provision is evaluated.

Working with parents of students with SEND

SWBGS aims to work collaboratively with all parents including those where there may be special educational needs to consider.

The school keeps parents regularly informed about their child's progress through the school's reporting cycles.

Parents can contact the SENDCo or learning support via parents@swbgs.com to clarify aspects of their child's support.

All constructive feedback is welcomed. If for any reason you have a concern that you do not feel has been dealt with appropriately, the school has a complaints policy which you can access by contacting the Head teacher's PA.

Examination Access Arrangements for students with SEND

SWBGS follows JCQ guidelines in assessing and granting students' access arrangements. These require secondary based evidence from a Specialist Teacher assessment as well as a clear history of additional needs in the classroom and physical evidence from exams and classwork.

Students are assessed by a Specialist Teacher, and evidence of learning needs is gathered over a number of years leading up to the exam series.

The SENDCo coordinates the provision of these arrangements with the Exams Officer.

Students are mainly assessed in Year 9 for Access Arrangements, although a student may arrive at SWBGS with existing access arrangements. SWBGS will usually re-assess students' needs for additional exam access arrangements at change of Key Stage as this good practice.

Any students who join SWBGS in the 6th Form or in other year groups with access arrangements will be reassessed by our Specialist Teacher. This ensures that there continues to be sufficient evidence to satisfy JCQ regulations for the new exam series that the student is undertaking.

Please refer to the current JCQ guidance at <http://www.jcq.org.uk/exams-office/access-arrangements-and-specialconsiderations> for full details of exam access arrangement procedures.

Funding for SEND

In April 2013 the Government changed the way in which all mainstream education settings (for example, schools, academies and colleges) are funded in respect of supporting pupils with 'high incidence/low cost' Special Educational Needs and Disabilities. Under these arrangements all mainstream educational institutions are expected to contribute up to £6,000 (this may vary as per govt direction) to fund additional support for each pupil with high incidence/low cost SEND from their delegated, notional SEND budget.

Additional support means that which is over and above the standard teaching and learning available within the school/setting. Additional help could include adult support, specialist equipment, a programme suited to the individual or for accessing advice from external professionals. This additional support is to facilitate the child/young person's access to the curriculum.

This funding is determined by the profile of the school or college and is allocated on a formula basis. The Local Authority provides this funding to schools for children up to age 16, whereas, for post-16 students the funding will be allocated by the Education Funding Agency or for post-19 students by the Skills Funding Agency.

This funding is to be used to support pupils/students with or without Educational Health Care (EHC) Plan who require additional help within the learning environment.

Staff who Support Students with SEND

SENDCo	Miss R Williams
Specialist Teacher	Miss R Cork
Pastoral Needs	Assistant Head Pastoral, Heads of Year and Heads of Key Stage in collaboration with Student Support Officers and Learning Mentors
All staff	All teachers are teachers of SEND and training is given on INSET days

Partnership Agencies

SWBGS works with a number of other agencies to support students with special educational needs:

- Specialist Teaching Service for Visual Impairment and Hearing Impairment
- Educational Psychology Service working with a link Educational Psychologist
- Adviza Service.
- SWBGS works with the local Pupil Referral Unit to support students with behavioural difficulties.
- School Nurse.
- CAMHS (Child and Adolescent Mental Health Service) - Service engaged via school, GP and/or parents.
- Paediatric Services - Service engaged via GP and parents.
- Social Care
- Child Protection Services
- For 6th Form students who have had examination access arrangements at SWBGS, a full post 16 assessment will be required to apply for the Disabled Students' Allowance at universities and other higher education institutions. This support covers dyslexia, dyspraxia and other specific learning difficulties as well as physical and medical needs. This is not organised by SWBGS and must be paid for privately. Details can be found at <https://www.gov.uk/disabled-students-allowances-dsas>.

Equality and Accessibility for students with SEND

- SWBGS has wheelchair access to most areas of the school.
- Lift access to some areas of the school.
- SEND toilets are available in different areas of the site
- Designated parking spaces for wheelchair users is available.

Useful contacts:

Action on Hearing Loss	https://www.actiononhearingloss.org.uk/	0808 808 0123
Bucks Child and Adolescent Mental Health Services (CAMHS)	https://www.oxfordhealth.nhs.uk/camhs/bucks/	01865 901 951
Bucks Educational Psychologist Services	https://www.buckscc.gov.uk/services/education/educational-psychology/	01494 732187
Bucks Speech and Language Therapy Services	https://slt.buckshealth.link/	01296 566045
British Dyslexia Association	https://www.bdadyslexia.org.uk/	0333 405 4567
Adviza (High Wycombe)	https://www.adviza.org.uk/services/services-for-schools-and-colleges/	0118 4027050
Local Offer for SEND	https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page	01296 383065
Bucks SEND Information, Advice and Support	https://www.buckscc.gov.uk/services/education/bucks-sendias-service/	01296 383754
National Autistic Society	https://www.autism.org.uk/	0808 8004104
RNIB	https://www.rnib.org.uk/	0303 1239999
SEND Code of Practice	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	
ADHD Centre Buckinghamshire	https://www.adhdcentre.co.uk/the-adhd-centre-buckinghamshire/	