

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 2026	October 2027	Charlotte Mckee	Karen Hudson

Policy Statement

At Swanwick School and Sports College (SSSC), we are committed to providing a safe, inclusive, ambitious and personalised educational experience for every pupil. We recognise that every pupil has unique strengths, needs, aspirations and potential. As a special school, all pupils attending the school have an Education, Health and Care Plan (EHCP) and require specialist provision to support their learning, development and preparation for adulthood. We are committed to ensuring that pupils:

- Achieve the best possible outcomes.
- Develop independence and resilience.
- Have their views heard and respected.
- Access a broad, balanced and meaningful curriculum.
- Are prepared for adulthood and life beyond school.
- Feel safe, valued and included within the school community.

Aims of the Policy

The aims of this policy are to:

- Ensure statutory duties relating to SEND are met.
- Promote high aspirations and positive outcomes for all pupils.
- Ensure provision is directly linked to outcomes identified within EHCPs.
- Promote independence, communication and self-advocacy skills.
- Ensure pupils have access to a broad and relevant and aspirational curriculum.
- Support effective partnership working with parents, carers and external agencies.
- Embed a culture of inclusion, equality and respect throughout the school.
- Prepare pupils effectively for adulthood and future life opportunities.

Legislation and Guidance

This policy has been developed with regard to:

- SEND Code of Practice: 0 to 25 years (2015, updated publication 2024).
- Children and Families Act 2014.
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- Keeping Children Safe in Education
- Working Together to Safeguard Children.
- Supporting Pupils at School with Medical Conditions.
- The Public Sector Equality Duty.
- The Human Rights Act 1998.

School Context

SSSC is a specialist provision for children and young people with an EHCP.

Definitions of SEND

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.

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.

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.

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).

Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure the school fulfils its statutory SEND duties.
- Monitor the effectiveness of SEND provision.

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- Ensure appropriate resources are allocated to meet pupils' needs.
- Promote equality and inclusion throughout the school.
- Monitor implementation of the SEND provision.
- Support strategic development of SEND provision.

Headteacher

The Headteacher will:

- Ensure SEND provision remains a whole-school priority.
- Provide strategic leadership.
- Manage staffing and resources effectively.
- Promote inclusive practice.
- Ensure statutory responsibilities are met.

The Special Educational Needs Co-Ordinator (SENCO)

The SENCO will:

- Work with the Headteacher to lead and coordinate SEND provision across the school.
- Monitor quality of provision.
- Ensure EHCP provision is implemented
- Ensure Annual Reviews are completed for pupils.
- Liaise with parents/carers and external agencies.
- Support staff through training and professional development.
- Analyse progress and outcome data.
- Contribute to school development planning.

All SSSC staff:

All staff are responsible for:

- Understanding pupils' needs.
- Implementing agreed strategies and interventions.
- Monitoring progress and wellbeing.
- Contributing to EHCP reviews.
- Maintaining high expectations.
- Promoting inclusion and independence.

Co-Production and Partnership Working

The school is committed to co-production. Pupils, parents, carers and professionals work together as equal partners to:

- Identify strengths and needs.
- Agree outcomes.
- Plan support.
- Review progress.
- Make informed decisions regarding future provision.

Pupil Voice

The views, wishes and feelings of pupils are central to all decision-making. Pupil voice may be gathered through:

- Annual review meetings.

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- Individual plans (as required)
- Questionnaires
- School Council
- Daily interactions with staff

Curriculum and Provision

The curriculum is designed to be broad, balanced, aspirational, relevant and accessible. Provision may include:

- Relevant learning Pathways.
- Adapted learning opportunities.
- Positive Behaviour Support approaches.
- Life Skills and the promotion of independence.
- Technology to enhance and/or support learning.
- Access to identified interventions.

Assessment and Monitoring Progress

Progress is assessed through:

- Ongoing teacher assessment.
- EHCP outcomes.
- Curriculum assessment systems.
- Behaviour data
- Attendance information.
- Pupil voice
- Parent/Carer feedback

Preparation for Adulthood

Preparation for adulthood is embedded throughout the curriculum and wider school life. Areas include:

- Employment (Careers education, enterprise opportunities, work-related learning, work experience opportunities where appropriate).
- Independent living (personal care, household management, life skills)
- Community Inclusion (Community access, social relationships, citizenship).
- Health and Wellbeing (PSHE, Healthy lifestyle, emotional wellbeing, personal safety, self-advocacy)

Preparation for adulthood outcomes form a key part of annual review discussions.

Safeguarding

The school recognises that children and young people with SEND can face additional safeguarding challenges. All staff:

- Receive safeguarding training.
- Understand additional vulnerabilities associated with SEND.
- Follow safeguarding procedures.
- Report concerns promptly.

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Safeguarding responsibilities apply to all members of staff and are embedded throughout the school's practice. This policy should be read alongside the school's Child Protection and Safeguarding Policy.

Medical Needs

The school supports pupils with medical conditions to ensure they can access education safely and effectively. Where appropriate:

- Individual Health Care Plans will be developed.
- Risk assessments will be completed.
- Staff training will be provided.
- Healthcare professionals will be consulted.

Medical provision will be coordinated in partnership with parents/carers and relevant professionals.

Equality and Accessibility

The school is committed to promoting equality of opportunity and reducing barriers to participation. In accordance with the Equality Act 2010, the school will:

- Make reasonable adjustments where required.
- Prevent discrimination.
- Promote equality
- Foster positive relationships.
- Improve access to education for disabled pupils.

The SEND Policy should be read alongside the Accessibility Plan and Equality Information and Objectives.

Multi-Agency Working

The school works closely with:

- Derbyshire Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nursing Team
- Speech and Language Therapists
- Social Care
- Community Pediatricians and GPs
- Occupational Therapy
- Physiotherapists
- ISAT Workers
- Local Authority SEND Caseworkers
- Education Welfare Officers

Monitoring and Evaluation

The effectiveness of SEND provision is evaluated through:

- Progress towards EHCP outcomes.
- Attendance and engagement.
- Achievement data.
- Annual Review outcomes.
- Parent/Carer and pupil feedback.
- External professionals' reports.
- Governor monitoring.

Complaints

The school seeks to work collaboratively with families to resolve concerns at the earliest opportunity. Complaints relating to SEND provision should follow the school's Complaints Policy. Parents/Carers may also obtain advice from; Derbyshire Information Advice and Support Service (DIAS) and The Local Authority SEND Team

SEND Information Report

The school's SEND Information Report is published annually on the school's website and should be read alongside this policy.

Monitoring and evaluation:

This policy will be reviewed annually or sooner if changes in legislation, government guidance or local procedures amendment.

SENCO:	Charlotte McKee	Date:	October 2026
Headteacher:	Danielle England	Date:	
Chair of Governing Body:	Karen Hudson	Date:	

Links with Other Policies:

- Admission Policy
- Accessibility Plan
- Attendance Policy
- Equality Objectives
- Behaviour Management Policy
- Supporting Pupils with Medical Needs Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure