

# THE SWEYNE PARK SCHOOL

## SEND Information Report

The Sweyne Park School is an Academy, committed to providing a high-quality education for the children in our local area. Our main goal as a school is to ensure that all of our pupils achieve the best possible outcomes, both in terms of academic achievement and developing as confident, independent thinkers capable of succeeding in the twenty-first century world of dynamic change. This is equally our ambition for those of our pupils with Special Educational Needs and Disabilities (SEND).

This SEND Information Report is designed to provide a clear, comprehensive overview of our provision to meet the needs of pupils with SEND. For more information, or to discuss your child's individual needs, please contact the SENDCo, **Miss Steph Woodward**, on telephone number 01268 784721 or via email at [admin@sweynepark.com](mailto:admin@sweynepark.com). Our Inclusion Policy is available on request from the school office or on our website.

### **Partnership Working**

Parents and carers have a key role to play in their child's education and as a school we are keen to work in partnership with parents. All parents are invited to attend annual parents' evenings, which provide opportunities to discuss pupils' progress, attainment and next steps.

For parents and carers of pupils with SEND, additional support is available. The SENDCo is available at parents' evenings and parents are welcome to contact the school to make an appointment with the SENDCo to discuss their child's progress and any concerns they may have.

We are also committed to involving pupils in their education and encourage them to take an active role in discussions about their learning and support needs. Pupils are encouraged to attend parents' evenings. A key part of our engagement with pupil voice is our School and Year Councils. These are chosen through free elections by the pupils and pupils with SEND are represented on both Year Councils and the School Council.

Pupils with an Education, Health and Care Plan (EHCP) are specifically involved in their Annual Review through recording their views on the pupil view section of the paperwork and are encouraged to discuss their achievements and aspirations during the meeting.

While we will always try our best to meet pupils' needs, there may be times when parents/carers or pupils have concerns about progress. In the first instance, these concerns should be directed to the SENDCo. We will always aim to find a swift resolution to any concerns and encourage parents to contact the school at the earliest opportunity. If parents/carers feel that their concerns have not been resolved satisfactorily, they should contact the Acting Deputy Headteacher (Inclusion), **Mr Richard Bradley**.

### **Identification of pupils with SEND**

We assess each pupil's current skills and attainment on entry, using subject-based assessments. Class teachers make regular assessments of progress for all pupils and identify those pupils whose progress is slower than that of their peers or fails to match the pupil's previous rate of progress.

To support the identification of pupils who may have SEND, we use a range of information and data, including information from feeder primary schools, KS2 assessment information, reading and spelling tests, CATS assessments, progress data (monitoring grades and reports), standardised assessments carried out by the SENDCo or other members of the inclusion team, and information from pupils, parents, teachers and external agencies.

### **Special Educational Provision**

As a school, we aim to have in place high-quality provision for all categories of need identified in the SEND Code of Practice. Our particular specialism is Hearing Impairment and we have a Resource Base for Deaf Pupils. For more information regarding the Resource Base for Deaf Pupils (RBDP), please contact **Ms Yvonne Hillson**, Head of the Resource Base.

The vast majority of our provision for pupils with SEND takes place in the classroom, alongside their peers. We aim to provide a broad-based, dynamic curriculum that offers appropriate challenge for all pupils, regardless of prior attainment, special educational need or difficulty. Teaching staff plan lessons carefully, using adaptive teaching approaches and appropriate adaptations to the curriculum to ensure that all pupils are able to access learning.

Teaching staff are supported by our team of Learning Support Assistants (LSAs), who are deployed to develop pupils' learning either through direct support in the classroom or by preparing resources to enable fuller access to lessons. In addition, a range of interventions is available to address areas of difficulty. These include a range of literacy interventions, individual or small group booster tuition, and bespoke interventions to support specific learning difficulties and communication, emotional and social needs. Where appropriate, pupils are also supported with their emotional wellbeing and mental health, including access to external services where required. Pupils with an EHCP and other vulnerable pupils with SEND are assigned a keyworker, with whom they meet at least once a fortnight.

All extra-curricular activities and school visits are available to all pupils and pupils with SEND are actively encouraged to take part in sports activities, arts performances and other enrichment opportunities. No pupil is excluded from these activities because of their SEND.

The effectiveness of the support in place is evaluated through examination of pupil outcomes, both in terms of achievement data and wider outcomes such as confidence, attendance and engagement. Progress is reviewed regularly and provision is adapted in response to pupils' needs

and outcomes. Observation and discussion with pupils and parents also play a key part in determining the effectiveness of provision and future development priorities.

### **Securing the Expertise of Staff**

The school employs specialist staff within the Learning Development and RBDP areas of the school, many of whom hold specialist qualifications. SEND forms part of our Continuing Professional Development programme, with training offered on high-incidence needs as well as on meeting the needs of pupils with difficulties in areas such as literacy. Individual members of teaching staff receive coaching and mentoring from members of the SEND team where appropriate.

The SENDCo holds the National Award for SEN Co-ordination. The Acting Deputy Headteacher (Inclusion) also holds the National Award for SEN Co-ordination and the Certificate of Competence in Educational Testing.

### **Adaptations to the Learning Environment**

Adjustments have been made to the school site to ensure that all specialist curriculum areas, including Design and Technology, Science and Art, are accessible to pupils. Ramps and automatic doors enable access to all areas of the school and a lift allows access to upper floors. Where necessary, classes are re-roomed to ensure accessibility.

Additional resources such as writing slopes and specialist chairs are made available when required. Lesson resources may be adapted through enlargement or modification to ensure that all pupils can access learning. Resources such as coloured overlays and laptops are also provided where appropriate. A range of modifications has been made to the learning environment to support pupils with hearing impairments; further details are available from the RBDP.

### **Links with Outside Agencies**

The Sweyne Park School maintains strong links with a range of external agencies to support pupils with SEND. In particular, we work with South Essex Extended Services, enabling access to family support workers, specialist teachers and educational psychology services. The Local Authority Specialist Teacher Team also provides support for pupils with sensory and physical impairments. Health and Social Care services are involved where appropriate to support pupils effectively.

Details of provision available locally can be found through the Essex Local Offer, which is available at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk).

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