



Joseph Swan  
Academy

## Joseph Swan Academy SEN Information Report – 2018-2019

As part of the Children and Families Bill 2014, all schools are required to provide a Special Educational Needs and Disability (SEND) Information Report to parents/carers. This report details how the Academy can support children and young people with Special Educational Needs and/or Disabilities.

At Joseph Swan Academy we support and value the abilities of all our students, our ethos "Where Everyone Can Shine."

### Admission arrangements for students with SEND

Joseph Swan Academy caters for students of all abilities, including those with identified learning difficulties and disabilities identified within the SEN Code of Practice.

If you would like your child to attend Joseph Swan Academy, you should discuss the suitability of Joseph Swan Academy as a secondary school placement with your child's current school; this may instigate a multi-agency review with any professionals who work with your child.

At your child's Year 6 transition review meeting, yourself and the professionals involved will discuss possible next steps or you may also wish to contact the SEN department of Gateshead Local Authority.

Parents and Carers are welcome to visit Joseph Swan Academy at a range of different times. We have a formal Open Evening for Year 5 and 6 parents. This is an excellent opportunity to view the Academy and meet staff. Coffee mornings are organised within the Academy day to offer you the opportunity to see the Academy during the day. The SEN department can also provide appointments to discuss your child's needs in more detail, this is important before making a decision about a placement.

Once you make a decision about the school you would like your child to attend, you should inform the Local Authority of your first choice of school. Once the placement is agreed, we will work with closely with you and your child's primary school, during the transition period.

### 1) SEN provision at Joseph Swan Academy

Joseph Swan Academy is a mainstream school Academy for students of all abilities in Year 7 to Year 13, including those with identified learning difficulties who have a Educational Health Care Plan and those who are on their school's Special Needs register at time of transfer.



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We currently provide support for students with a wide range of special educational needs and disabilities including:

- Physical disability
- Visual and hearing impairment
- Moderate learning difficulties
- Specific learning difficulties
- Speech, Language and Communication needs
- ASD
- Social Emotional Mental Health

### **2) Information about the Academy's policies for the identification and assessment of students with special educational needs.**

The revision of SEND policy 2017 is available on the Academy's website. The policy is in full compliance with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 Years, June 2014.

Identification of new students transferring from primary school is through data collection and information gathering with feeder schools. Transition reviews are held by the Academy's SENCO, Director of Inclusion, class teachers, external agencies (when needed) and parents/carers prior to transfer, to ensure a smooth transition for the child.

At the beginning of the school year, students on the SEN register in Year 7 are given a reading test to assess their reading age at point of entry. This data is then analysed. Any unexpected results are retested 1:1 using the Salford reading test. Students also sit Progress English and Maths tests to ensure students are placed in correct classes.

Concerns about a student having SEN can be raised by any member of staff, parent or the student themselves. Any concerns regarding students with Special Educational Needs are made directly to the SENCO and/or Director of Inclusion. After a concern has been raised an initial assessment will be made by the SENCO/SEN department which may lead to further specialist testing. Then decision regarding additional support is made and your child may be added to the Academy's SEN register.

### **3) Information about the Academy's policies for making provision for students with special educational needs (whether or not have EHC plans)**

#### **a) The Academy evaluates the effectiveness of its provision for SEN through:**

- Re-assessment of reading age via reading tests at the end of any intervention to measure progress.



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- Use of modular assessment data, progress tests, lesson observations, case studies, book scrutiny, staff liaison and marking to measure progress in the classroom
- Academy Leadership Team led by the Senior Director monitor and evaluate procedures including case studies and scrutiny of work across all subject departments
- Learning Walks
- Discussion with others
- Discussion with students
- Parental consultation and feedback

### **b) The Academy's arrangements for assessing and reviewing the progress of students with special educational needs**

- The progress of students is closely monitored through the Academy's data review cycle in all subject areas. Teacher assessment of Levels for students in KS3 and GCSE / BTEC grades for students in KS4 are available following each data input. Modular tests for students with SEN are accessed by the SEN department and feed directly into the Academy improvement plan. The results are analysed and should further intervention be required this will be addressed. Students will be removed from the register if significant progress is made. Any students failing to make expected progress are discussed by the SEN department and intervention strategies are agreed upon on an individual basis.
- All students' progress is continuously monitored by teaching staff across all departments via monitoring of classwork and home learning
- Progress days are held throughout the year for all students. There is also a Year 7 Parent/Carer Welcome Evening in the first term. The SENCO and Director of Inclusion are available for consultation at these times and at other times through an appointment system
- SEN review meetings are held by the SENCO or Director of Inclusion
- Annual reviews take place for students with an Education, Health Care Plan (EHCP). Parents/carers of students who have an Education Health Care Plan (EHCP) are invited to attend their child's annual review meeting to discuss progress and be involved in target setting with appropriate intervention strategies to help the student both in the Academy and at home. Every student is offered the opportunity to express their opinion and views are taken in to consideration and given weight according to their age. Students are encouraged where possible in the decision making process including setting targets. All relevant teaching staff are asked for academic feedback on the student prior to the review taking place.
- A small number of students may require closer monitoring. This could be in the form of class observations by the SEN team, telephone contact with parents and letters as appropriate.
- We can also offer intensive mentoring for individual students with the SEN team.

**Head Teacher** Miss H. E. Scott, **Chair of Governors** Mr M. Jones

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**c) The Academy's approach to teaching students with special educational needs**

At Joseph Swan Academy, where a student has been identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This is in line with our ethos 'Where Everyone Can Shine'

Recommendations and strategies to enable access to the curriculum are made by the SENCO.

All students are taught in mainstream style classes, with additional support where required. We have a Supported Provision group, which is designed to meet the needs of students with significant SEN. This is a smaller class setting with a high staff to student ratio. This is for those who are significantly below the expected levels for their age.

All subject teachers will differentiate work to match the needs of all students in their class in order to enable them to access the curriculum more successfully. They employ a range of creative teaching strategies to engage learners in all areas of the curriculum.

The SENCO collaborates with Heads of Department, teaching staff and pastoral colleagues to ensure that learning for all students is given equal priority and that available resources are used to maximum effect. Effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs is done through monitoring the quality of teaching and standard of students' achievements and by setting targets for improvement.

Information on individual students with SEN is provided by the SEN Team to all staff via Schools Information Management System (SIMS) and student profiles. All teaching and support staff have access to these documents. These are held electronically in a secure SEN folder on the Academy's network. Documents are regularly up-dated. This folder includes relevant information on the nature of an individual student's Special Educational Need. Additional Literacy and Numeracy support is available.

**d) How the Academy adapts the curriculum and learning environment with students with special educational needs**

Teaching - differentiation of resources and learning materials by the subject teacher with support from the SENCO/LSAs where needed.

In-class Support – Learning Support Assistants and the Inclusion Team can offer in-class support to identified students or groups of students across a range of subject areas.

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1:1 and small group work is offered to students to support their Social Emotional Mental Health.

1:1 and small group Intervention - Literacy and Numeracy programmes designed to support student attainment are specifically aimed at students who are working below the expected level for their age group.

Specialist Equipment - if appropriate, specialist equipment may be given to the student, e.g. wobble cushions, pen/pencil grips, writing slopes.

Physical Environments - the student entrance to the Academy is accessed via a flat concrete surface to enable easy access. The school is a modern building, set on a number of levels. There are lifts on both sides of the building and disabled toilets throughout the Academy.

The Academy is accessible for students/people with a visual impairment.

The disabled toilet is next to the main reception. The Physiotherapy room has a hoist, changing table and also a disabled toilet. There are adjustable desks in classrooms to accommodate wheel chair access and fire refuge points for those students with a physical disability.

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### **e) Additional support for learning that is available to student with special educational needs**

Provision is allocated according to need and follows the "Assess, Plan, Do and Review" process laid down in the revised Code of Practice 2014.

Additional Literacy and Numeracy support is provided via 1:1 and small group intervention.

Lexia reader programme – this enables students of all ages and abilities to master essential reading skills.

Access to a range of reading materials - the SEN Department have built up an extensive library over the years which can be accessed by any students in Key Stage 3 and Key Stage 4.

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Study Support sessions - Learning Support Assistants are involved in study support sessions across subject areas to support those students with additional needs at KS4 to ensure controlled assessment is complete.

Assistance during examinations - access arrangements/exam concessions are set in place for those students in Year 10 and 11 sitting public examinations or completing controlled coursework. Parents/Carers are made fully aware of any arrangements set in place.

Internal assessments - teaching staff have the flexibility to make arrangements as appropriate for students in their classes sitting modular tests. Assessments are differentiated according to student need.

Outside Agencies – the SEN Department works closely with outside agencies such as the Educational Psychological, Hearing Impairment and Visual Impairment Service in order to provide appropriate support to those with additional needs.

### **f) Activities that are available for students with special educational needs**

Students with Special Educational Needs are encouraged to participate in all Academy activities. It is a requirement that all extra- curricular activities provided by Academy must cater for students with special educational needs.

Home Learning clubs – home learning clubs are put in place to support students that struggle to complete work outside of school. A lunchtime homework club is available for Key Stage 3/4 students each day.

Lunch time club is also available daily as well as film club

We offer a wide range of after school activities including Football, Dancing, Gymnastics, Art, Cricket, Beauty, Computers, Rugby, Volleyball, The Reading Room.

Educational visits / off-site activities – every effort is made to include all students. Parents and carers are consulted to ensure arrangements are appropriate and all Academy trips are accompanied by a high ratio of adults to children. Risk assessments are put in place in line with the Evolve system.



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**g) Support that is available for improving the emotional and social development of students with special educational needs**

- The Pastoral Team, including Heads of Key Stages and Year Leader as first point of contact
- Tutors
- Home School Liaison assistants (HSLA's)
- Director of Inclusion
- SENCO
- The Inclusion Team
- Attendance Manager
- Educational Psychologist
- School Nurse

**4) Information about the expertise and training of staff SEN Department staffing in the Academy:**

Director of Inclusion - Mrs K Parker

SENCO – Mrs D Liddle

Learning Support Assistants – Mrs B Threadgall, Mrs S Evans, Mrs L Pennock,

Mrs J Henzell

SEN Language Support /EAL Support – Mrs L Blundred

**The following colleagues are based in the Academy:**

School nurse by referral through Mrs Parker

**Referrals can be made to these agencies as and when the need arises:**

Educational Psychology

Child & Adolescent Mental Health Service (CAMHS)

Children and Young People's Services (CYPS)

The Emotional Well-being Team (EWT)

Speech & Language Therapy Service

The Disabled Children Team

Occupational Therapy

Social Services

The HINT Team

YOT

Families Gateshead Platform

All staff have completed Academy's Safeguarding & Child Protection training. Through continuing professional development, teaching staff, the SENCO and / or TAs attend additional training depending on their subject and area of responsibility.

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For new students with previously unprecedented needs the Academy will follow the advice of the professionals involved, in consultation with the student and their family.

### **5) The arrangements for consulting parents of children with special educational needs about, and involving such Parents, in the education of their child**

Joseph Swan Academy values the input of Parents and Carers in supporting their child's education. Whilst at Joseph Swan Academy liaison with home is on-going as appropriate.

In addition to this parents are routinely invited to:

- Parents Progress Evening
- An annual Parents' /Carer Evening
- Year 7 Parents Welcome Evening to meet tutors (in the first term)
- Open Evenings for Year 6 / Year 7 transition
- Annual review meetings
- Behaviour Watch reports
- Progress reports each term
- Summer School Parent / Carer event

### **6) The arrangements for consulting young people with special educational needs about, and involving them in, their education**

- All students with EHCP attend and participate in their annual review/ action plan meetings. Their views are duly noted and taken into account
- Students accessing interventions are routinely consulted at the start and end of intervention
- After each module of work students discuss with their subject teachers their performance and progress and to set targets
- Progress Evening with tutors to review progress
- Pastoral mentors may be assigned
- Year Leader may refer individual students to (Student / family support to offer social / emotional support as appropriate)



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**7) Any arrangements made by the Governing Body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision at the Academy**

- A first point of contact would normally be the Year Leader
- Alternatively, Parents/Carers can discuss their concerns with either the SENCO or Director of Inclusion.
- Information about the Academy's complaints procedure can be found on the website.

**8) How the Governing Body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisation, in meeting the needs of students with special educational needs and supporting the families of such students**

- The Governors and the Academy Leadership Team review policies through the Academy's monitoring and evaluation process. The Governing Body and Head Teacher allow capacity for the SENCO, Director of Inclusion and other members of the SEN department to engage with outside agencies in order to support students and families of students with Special Educational Needs.

**9) The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.**

A detail of Gateshead Local Authority's "Local Offer" is on a dedicated website. Any queries regarding this website should be made by calling 0191 4335118

First point of contact in Academy to discuss prospective students is the Director of Inclusion, Mrs K Parker on 0191 4422000

Other relevant Academy professionals would be the SENCO, Year Leader, or tutor if the student is already attending Academy.

A list of routine services are listed in Section 4.



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### **10) The Academy's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

KS2/3 Transition: Joseph Swan Academy has well-established links with all feeder primary schools to ensure appropriate support arrangements are put in place.

#### **KS2/3**

- The Director of Inclusion or the SENCO endeavour to attend the Year 6 annual review of every student who has a EHCP or who is on the SEN Register.
- SEN Department staff visit primary schools to obtain information about SEN students
- Welcome week – a full week of activities to ensure students have a seamless transition between Primary and Secondary School.
- Curriculum Days thought out the year for feeder schools
- Additional visits can be arranged upon request for individuals or groups
- Transitional annual review (if have an EHCP or SEN support or )
- Coffee morning Tours /additional appointments
- Summer School – First week of the Summer Holidays each year

#### **KS3/4**

- Staff guidance on appropriate option choices including an Option Evening
- Exam concession testing (if appropriate)

#### **KS4/5Transition**

- Staff guidance on appropriate course/subject choices including a Sixth Form Information Evening
- Visits to Gateshead College
- Visits to Newcastle College
- Careers advice from Connection
- Support with enrolment process

### **11) Information on where the Local Authority's local offer is published**

Details of Gateshead Local Authority's "Local Offer" are on a dedicated website. Any queries regarding this website should be made by calling 0191 4335118.