

# SEND Information Report

At Old Swinford Hospital, we understand that all children are different and that each one has a range of learning needs.

In accordance with the Special Educational Needs and Disability Regulations 2014<sup>1</sup> we publish certain information regarding our provision for students with a disability or with special educational needs (SEND). We hope parents<sup>2</sup> of current and prospective students find the following information helpful and we encourage all interested parties to contact the School for more information.

All schools within the Borough of Dudley are committed to adopt a similar approach to meeting the needs of all students including those with SEND. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Information on Dudley's Local Offer can be found at [http://www.dudley.gov.uk/resident/local\\_offer](http://www.dudley.gov.uk/resident/local_offer) whilst a summary of our offer now follows.

Due to the ever changing needs of our students, there may be additional support available that has not been covered in this document. If you would like further information about what we offer then please do not hesitate to contact the SEND Co-ordinator, Mrs Annabelle Pattinson, directly on [apattinson@oshsch.com](mailto:apattinson@oshsch.com)

## We provide for the following kinds of special educational needs and/or disabilities (SEND):

Old Swinford Hospital is committed to the early identification of SEND and adopts a focused response to meeting each student's needs. It is based on evidence that a student has difficulties in one or more of these areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Our basic beliefs with regard to students with SEND are that:

- All teachers have shared responsibility to teach students with SEND;
- The use of a relevant and differentiated curriculum will ensure that all students have the opportunity to progress and achieve success, and
- Parents and students should be involved in a working partnership with the School.

## We identify and assess students with SEND using the following methods:

A variety of methods are used to identify SEND students upon entry to the School.

All students undertake baseline testing (MidYIS and other initial tests in Year 7 or Alis), in the areas of English, Mathematics, verbal and non-verbal reasoning.

Further information is obtained from reports from previous schools, parental information, observation by subject teachers, tutors, and monitoring of progress grades.

A graduated approach to addressing SEND through an 'Assess, Plan, Do and Review' cycle is followed.

<sup>1</sup> Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 and section 69(2) of the Children and Families Act 2014

<sup>2</sup> All references to parents include carers

### We evaluate the effectiveness of our SEND provision in the following ways:

The School evaluates the success of its SEND provision by reviewing and reporting on the following areas:

- How available resources have been used to support SEND students;
- Progress of students at regular re-assessment;
- Achievements of SEND students in public examinations;
- Progress of specific projects or initiatives instigated internally and/or by external agencies;
- Positive feedback from students, parents and teaching/boarding staff, and
- Degree of positive integration of SEND students in all areas of school life.

### Our arrangements for assessing and reviewing the progress of students with SEND are:

The progress of students with an identified SEND is closely tracked and monitored at each grade period by subject teachers, subject leaders, heads of year, SEND Co-ordinator (SENCO) and members of the School's senior leadership team.

Grades are reported home at every assessment information point via the School's Learning Platform. Parents also receive a full progress report for all subject areas and are invited to a formal parent consultation evening once a year.

All interventions both within subject areas and by Learning Support are logged and monitored and their impact is evaluated during and at the end of any strategy deployed.

Parents may also be contacted by telephone, email or letter.

### Our approach to teaching students with SEND includes:

Wherever possible, inclusion within the classroom is our goal.

The School employs a graduated approach (Universal, Targeted and Specialist support) to meet the needs of every student with SEND.

Quality first teaching is targeted at the student's particular area/s of weakness. Subject teachers are at the heart of the School's SEND support system, focussed around the four stages of Assess, Plan, Do and Review, with the support guidance of the SENCO and specialist staff.

If adequate progress is not made, further intervention will be arranged, monitored and reviewed.

### We adapt the curriculum for students with SEND in the following ways:

To ensure students can access the curriculum fully all teachers are responsible for using a range of differentiated strategies and resources to make sure that students enjoy and achieve within their classrooms.

A small number of learning support assistants are deployed to support the needs of those students with an EHCP. Where learning support assistants are deployed, other students who have a known SEN will also be targeted for shared support. Support is deployed according to level of need. In the first instance, teaching staff employ quality first teaching approaches and follow student specific strategies outlined on strategy sheets created and confidentially distributed by the SENCO.

### Enabling students with SEND to engage in school activities, together with children who do not have SEND:

As part of our inclusive ethos all students have access to and are encouraged to participate in all activities outside of the classroom offered by the School including student committees, clubs and activities and school trips.

### Emotional, mental and social support for students with SEND:

In addition to an academic tutor and learning support in the classroom all students have a dedicated pastoral tutor and confidential access to the School Counsellor.

The name of our SEND Co-ordinator and Mental Health Lead is Mrs Annabelle Pattinson.

The name of our Designated Safeguarding Lead is Mr Clive Kay (Deputy Headmaster).

External agencies are involved as needs arise.

### Equipment and facilities to assist our students with SEND:

Although the School has no specialist educational facilities for students with SEND we welcome all students and do our best to ensure that reasonable appropriate provision is made, to meet particular needs as they arise.

For wheelchair users and students with restricted mobility there are lifts in the English block and Swinford Court and chair lifts in the humanities buildings along with ramps to provide access to other areas of the School. EVAC chairs are available.

Training on SEND is an on-going part of the School's CPD programme.

### Our arrangements for ensuring the involvement of parents of children with SEND are:

All parents are informed when their child is placed on the SEND register and when an intervention is arranged by the SENCO. Parents are encouraged to let the SENCO know their preferred method of communication.

### Our arrangements regarding complaints from parents of students with SEND are:

Most complaints can be dealt with quickly and informally by a telephone call, an email or a quick word with the member of staff concerned. However, if a parent is not satisfied with this approach they should follow the School's Complaints Procedure which is available on the School's website or by requesting a copy to be sent to them.

### To ensure the best possible provision for our students with SEND:

After discussions with key academic and pastoral staff and parents, additional support may be put into place to provide enhanced resources and/or targeted support to help overcome any difficulties. The views of the students about their support will be given consideration at this stage.

This additional support will be documented in a strategy sheet which will be prepared (as appropriate) in consultation with parents. In some cases learning assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood. A small number of learning support assistants are deployed according to level of need within the school at a given time, with EHCP provision being allocated first. Where learning support assistants are not available, students' transition to adulthood is supported via academic tutors, teaching staff and pastoral staff.

Formal review meetings are held as required. Parents, relevant external agencies and, when appropriate, students are invited to this review and their contribution is valued

External agencies with which we work to provide a more in-depth analysis and support for students include: Autism Outreach, CAMHS, Educational Psychology Services, Occupational Therapy, Physiotherapy Services, Hearing Impairment Services and Speech and Language Services. and Connexions.

Some pupils may qualify for examination access arrangements. These can include one or more of the following: supervised rest breaks, alternate rooming, extra time, a prompter, a practical assistant, a reader or reading pen, a scribe or the use of a word processor (usually with the spelling and grammar checking facility switched off). The SENCO will inform you about eligibility and applications for these arrangements which must reflect the candidate's normal way of working in lessons. Only tests and assessors authorised by the School and recognised by JCQ can be accepted for access arrangements for public examinations. Currently our SENCO has the appropriate qualification to do this.

Students joining the School at KS5, for whom access arrangements were previously allocated, should inform the SENCO and Exams Officer of this and the SENCO or Exams Officer will contact the previous school. Rollover applications can be made, but the provision must continue to reflect the candidate's normal way of working and evidence will be sought from teaching staff to support the continued need.

#### Our transitional arrangements for students with SEND include:

The SENCO visits as many primary feeder schools as logistically possible in the summer term.

All new students and parents are invited to an induction morning in June and students engage in a week of induction based activities in September. Parents have the opportunity to speak to the SENCO and the Medical Centre Staff at these times.

In Year 11 and the Sixth Form, interviews with specialist staff and Connexions provide support for the next stage of education and training, or employment.

#### Our Admissions arrangements for students with SEND:

Under the School Admissions Code the School is required to admit all children whose statement of special educational needs or Education, Health and Care Plan names the School providing that if the application is for a boarding place they are assessed as suitable for boarding. A copy of the admissions arrangements is available on the School's website or a copy can be requested by calling us on 01384 817325 or emailing [admissions@oshsch.com](mailto:admissions@oshsch.com)

All other applicants must be admitted in accordance with the School's published admission arrangements

# **ACCESSIBILITY PLAN (SEPTEMBER 2023 TO SEPTEMBER 2026)**

## **The School's ethos and aims**

Old Swinford Hospital strives to be a fully inclusive and welcoming school where children and young people come first. It aims to provide an outstanding education, both within and beyond the classroom, which enables all of our students to realise and exceed their potential. Above all, we aim to provide a uniquely stimulating and supportive environment in which all individuals flourish, grow in understanding, self-confidence and self-esteem and are fully equipped to meet the challenges and demands of life beyond school and to do this we need to make sure that each and every student can participate fully in the life of the School.

## **Definition of disability and scope of the Accessibility Plan**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant measures to:

- Increase the extent to which disabled students can participate in the School's curriculum,
- Improve the School's physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- Improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

## **How the plan is constructed, reviewed and monitored**

The Headmaster in conjunction with his Senior Leadership Team (SLT) will draw up the Accessibility Plan for the School reaching over three years. In doing so he may draw on the expertise of other staff such as the SENCO, or members of the boarding community for example. Their aims for accessibility are:

- To review annually the School's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled
- To make recommendations with a view to improving the accessibility of its education in many aspects to students or prospective students with disabilities by means of reasonable adjustments and by planning for the future
- To prepare the School's SEN and disability policy
- To prepare the School's accessibility plan
- To review such plans and policies as necessary and at least on an annual basis

Governors will then review with the Headmaster the means by which he reached the Plan, consultation undertaken, experiences upon which recommendations might have been made and the proposed timeframes for implementation. They will agree the Plan with him and approve the way forward.

The Headmaster will make progress reports to Governors at least annually and may recommend additions and or alterations to the Plan as part of that process and the Governing Body will delegate one of their number to be the Governor who has responsibilities for Equality and Diversity and who will liaise with the Headmaster and his staff to monitor what progress is being made over the course of each review period.

The SENCO has advised on our provision for students with special educational needs and/or disabilities and she does this in consultation with parents and relevant authorities and support organisations. She will also consult with staff with responsibility for the induction arrangements for new students to ensure that the particular needs of disabled students are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new students.

The results of her work have informed the Accessibility Plan for 2023-2026. The plan and targets have been published for all teaching and support staff, students and parents and is available via the school website.

The plan should be read in conjunction with the School's Policies on Special Educational Needs and/or Disabilities, Supporting students in School with Medical Conditions and Equality and Diversity and with the Annual SEND report.

## Increasing the extent to which disabled students can participate in the School's curriculum

The curriculum in this context covers all normal teaching and learning activities as well as including school clubs, leisure activities, games and sports, school visits and cultural activities. The School offers a broad based curriculum and is guided by the National Curriculum Framework and in particular the section on inclusion which recognises that a wide range of students have special educational needs and or disabilities and that lesson planning should ensure that there are no barriers to every student achieving.

	Area	What is needed	Who	Outcome criteria	When/Review	Update/Findings
<b>Short term</b>	Staff members require refresher training on adjusting their teaching of children with SEMH, Autism and ADHD	<ul style="list-style-type: none"> <li>An audit of curriculum and resources across subject areas</li> <li>CPD reminder</li> <li>Continual observation and improvement of teaching practises</li> </ul>	Second Deputy & SENCO EPS and AOS	<ul style="list-style-type: none"> <li>The profile of SEND students will have been raised and information shared with staff</li> <li>Continual improvement in and sharing of teaching practises</li> </ul>	CPD January 2024  Review date: Summer 2024	<ul style="list-style-type: none"> <li>Staff reminded of adjustments and approaches in CPD training January 2024</li> <li>Evidence of good practise found during lesson observations</li> <li>SLT to continue with observations</li> </ul>
	Staff members and exam invigilators need to develop their understanding of changed exam regulations to guide children with differing types of need through exam access arrangements	Staff training, particularly for invigilators, should cover exam access arrangements	Exams Officer & SENCO	Staff members and invigilators will have the necessary skills to effectively support students with needs  OSH has the number of trained exams invigilators it needs in order to meet the growing number of EAAs and associated requirements	Training and practices to be revised starting December 2023  Review date: Autumn 2024	<ul style="list-style-type: none"> <li>Because of continual changes in invigilator staffing an on-going training programme is required</li> <li>Staff training for invigilators now routinely covers access arrangements</li> </ul>
	Potentially there may be difficulties in accessing ICT lessons or prep for our boarders in the ICT suites because of their 2 <sup>nd</sup> floor location in an historic listed building	<ul style="list-style-type: none"> <li>Because access routes cannot be identified or created an alternative location might be sought for ICT lessons</li> <li>Consider whether there are electronic means of accessing teaching</li> </ul>	Second Deputy & SENCO	Students will all have access to ICT teaching in Swinford Court and, preferably, teaching inclusive with the rest of the class	Autumn 2023  Review date: December 2024	<ul style="list-style-type: none"> <li>Alternative locations could include either the multi media room, a boarding house ICT room and rooms in Swinford Court</li> <li>Accessible suites provided and outcomes met</li> </ul>
	Providing assisted learning and information in the classroom and examinations	<ul style="list-style-type: none"> <li>The School must continue to ensure they are provided with all the information they need, from outside sources, to care for and teach students</li> </ul>	SENCO & First Aiders	<ul style="list-style-type: none"> <li>The existing good practice of routinely collecting information, planning and allocation of resources to students who need assistance with their learning and in examinations will continue</li> </ul>	Autumn 2023	<ul style="list-style-type: none"> <li>Collecting information, planning and allocation of resources to students who need assistance with their learning and in examinations is routine practice in the School</li> </ul>

	Area	What is needed	Who	Outcome criteria	When/Review	Update/Findings
		<ul style="list-style-type: none"> <li>Ongoing engagement with relevant providers of information</li> </ul>		<ul style="list-style-type: none"> <li>Parents/carers and other relevant persons/organisations will provide sufficient and appropriate information and updates to the information, including medical information, routinely</li> </ul>	Review date: Ongoing monitoring	<ul style="list-style-type: none"> <li>Additional forms have been drawn up and made available, in order to ensure currency and completeness of medical information</li> </ul>
Medium term	Not all School trips may take into account students with SEN and disabilities	The needs of all students, including those with SEND requirements must be incorporated into the planning process and risk assessments	Teachers & SENCO PIMIS	<ul style="list-style-type: none"> <li>All students will be able to fully participate in educational and extra-curricular trips where possible</li> <li>Students will be more included with their peers in extra and co-curricular activities</li> <li>Participation promotes development of the whole self</li> </ul>	Spring 2024  Review date: Summer 2024	<ul style="list-style-type: none"> <li>The improved range of trips means that more are suitable for all students</li> <li>This flexibility also means we can respond to demand as it arises</li> <li>The Sports Hall area still poses access difficulties to pupils with physical or mobility impairment during boarding time and needs to be kept under review.</li> </ul>
	Students with mobility and or dexterity issues may not be able to access all D&T practical lessons	A full assessment must be undertaken of any student with mobility and dexterity issues will to ensure their safety and the safety of other students and staff	Subject Leader for DT & SENCO	Students will all have access to D&T teaching , preferably with their peers and in safe and controlled conditions	Autumn 2023  Review date: Autumn 2024	The Sports Hall, as above, requires monitoring.
Long term	Students with SEND who do not wish to study at university or other place of higher education cannot always access appropriate practical or vocational courses	<ul style="list-style-type: none"> <li>Identify and make links with other establishments that offer programmes more suited to those who would prefer practical or vocational programmes</li> <li>Develop links with establishments that promote apprenticeship and other such programmes and with employers who may be able to offer an interesting way forward.</li> </ul>	Assistant Heads of Year 12 & 13	<p>Students with SEND will be able to access appropriate further courses of study and training.</p> <p>OSH identifies further post-16 destinations for pupils who need that matriculation point.</p>	Autumn 2024  Review date: Summer 2026	OSH is currently offering revised KS4 programmes for SEND students. This remains a longer term project which has the potential to benefit all of our student who would prefer a practical alternative. It will be developed through the Schools careers advice programme.



## Improve the School's physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School

These measures relate to both the physical environment of the School and physical aids to education. The School occupies a range of buildings built over the last 350 years and set on different levels and inclines. The age of most of the buildings precludes them being compliant on construction but where possible, and subject to Listed Buildings restrictions, alterations have been made during refurbishment to make them more accessible.

	Area	What is needed	Who	Outcome criteria	When/Review	Update/Findings
Short term	The campus is too large and on an incline to easily push or self-propel a wheelchair It is also makes it difficult to get around for those with limited mobility	<ul style="list-style-type: none"> <li>Consider how those with limited mobility may be able to get around more comfortably and without undue effort</li> <li>Consider how those with limited mobility may be able to get to off-site school buildings</li> <li>For Sixth Form disabled students who wish to join OSH, this will need particular consideration due to their need for independence in adulthood.</li> </ul>	Bursar	<ul style="list-style-type: none"> <li>Depending upon their individual needs students may be able to move around the campus with their peers and/or may need adult assistance for all, or some, of the time</li> <li>They will be able to move around the school site with ease and access all of the site</li> </ul>	Spring 2024	<ul style="list-style-type: none"> <li>The use of small unpowered scooters/wheelchairs and powered wheelchairs can be authorised on an individual basis</li> </ul>
					Autumn 2024	<ul style="list-style-type: none"> <li>Adult assistance and transport will be made available for the more difficult to reach areas</li> <li>Investigations on-going</li> </ul>
Short term	Particular attention must be paid to fire prevention evacuation and lockdown procedures for disabled students	<ul style="list-style-type: none"> <li>Risk assessment and strategies must be drawn up including identifying any holding areas</li> <li>Evacuation chairs should be acquired where needed</li> <li>Training must be given to staff</li> </ul>	Bursar	<ul style="list-style-type: none"> <li>A strategy will be in place for the safe evacuation of disable students in the event of any incident</li> <li>Staff will be trained in the use of evacuation equipment, lifting disabled people and evacuation procedures</li> </ul>	Autumn 2023	<ul style="list-style-type: none"> <li>Assessed and strategy drawn up and approved</li> <li>Evacuation chairs purchased</li> </ul>
					Summer 2024 ongoing as needs arise	<ul style="list-style-type: none"> <li>Staff training undertaken</li> <li>Complete lockdown drills with disabled students</li> </ul>
Medium Term	Accessibility audit	The audit is to be kept under review and updated at least when changes are made or students with specific needs join the School  A programme of work will be produced to address audit findings	Bursar	Accessibility will have been fully assessed and inaccessible areas identified so that a programme of work can be drawn up to address them	Summer 2024	The audit process has informed this plan and will be used to inform future improvements to access
					Autumn 2025 then ongoing review	Food tech room is now easily accessible (Autumn 2024)

	<b>Area</b>	<b>What is needed</b>	<b>Who</b>	<b>Outcome criteria</b>	<b>When/Review</b>	<b>Update/Findings</b>
<b>Long term</b>	Disabled access to buildings is not consistent and Swinford Court Access is difficult via the car park/Maybury Arch	A programme of installing ramps where possible and revisiting the surfaces of access points to Swinford Court	Bursar	Complete site access	2023 onwards	<ul style="list-style-type: none"> <li>• Portable ramps are available for wheelchair access to good parts of these buildings and could be used to facilitate access pending more permanent solutions</li> <li>• Other buildings could be used in place of these, they are not key to learning or living in the School</li> <li>• Automatic door now fitted to lower ground floor of Swinford Court, with a ramp, so allowing accessibility.</li> </ul>

## Improving the delivery to disabled students of information which is readily accessible to students who are not disabled

The School has a duty to make reasonable adjustments where something it does places a disabled student at a disadvantage compared to other students. We are cognisant that this responsibility covers a very wide range and amongst these is, what should be, the simple right to the same information as others and to do this there are also some simple solutions the School can look to offer such as readers, large text or reading pens for example. But there are many needs which are more difficult to address in the general sense and for these occasions the School will, together with the individual, look at what best suits that person's need.

	Area	What is needed	Who	Outcome criteria	When/Review	Update/Findings
Short term	Availability of written materials in alternative formats not yet known	<ul style="list-style-type: none"> <li>An audit of information delivery procedures is needed to establish what is already routinely available</li> <li>Consideration should be given as to whether there are other means of delivery that in general would be helpful to have ready to bring on board</li> </ul>	SENCO, ICT Manager	There will be a number of the more standard forms of information delivery in the School's communications & SEND department	Spring 2024	Currently we are exploring Glean and Scholarly as software in support of alternative formatted information at KS4 and 5.
					Review date: Summer 2024	
Short term	Communication with parents and SEND students interested in joining the School	<ul style="list-style-type: none"> <li>Identify the more popular specialist delivery methods that might be employed</li> <li>Training in specialist delivery for more commonly met communications methods for Reception, Marketing and Admissions staff</li> </ul>	SLT	<ul style="list-style-type: none"> <li>Key staff will be aware of the more popular specialist delivery methods and trained in their use</li> <li>Delivery in a preferred format will be welcoming for the recipient</li> </ul>	Autumn 2024	There are presently no known issues however preparation and planning are key  This item is therefore built in as a review
					Review date: Summer 2025	