

SEN 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 2014¹ we publish certain information regarding our provision for students with a disability or with special educational needs (SEN). We hope parents² 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 SEN. 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/localoffer> 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 SEN Co-ordinator, Mrs Lansley, directly.

We provide for the following kinds of special educational needs (SEN):

Old Swinford Hospital is committed to the early identification of SEN 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 SEN are that:

- All teachers have shared responsibility to teach students with SEN;
- The use of 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 SEN using the following methods:

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

All students undertake baseline testing (MidYIS and other initial tests in Year 7, Yellis 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 SEN through an '**Assess, Plan, Do and Review**' cycle is followed.

¹ 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

² All references to parents include carers

We evaluate the effectiveness of our SEN provision in the following ways:

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

- How available resources have been used to support SEN students;
- Progress of students at regular re-assessment;
- Achievements of SEN 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 SEN students in all areas of school life.

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

The progress of students with an identified SEN is closely tracked and monitored at each grade period by subject teachers, subject leaders, heads of year, SEN 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 SEN 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 SEN.

Quality first teaching is targeted at the student's particular area/s of weakness. Subject teachers are at the heart of the School's SEN 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 SEN 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 lower ability sets in the core subjects of Maths, English and Science.

Some students who encounter greater difficulty in accessing the curriculum may have a more personalised curriculum to meet their specific needs.

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

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, after school clubs and activities and school trips.

Emotional, mental and social support for students with SEN:

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.

External agencies are involved as needs arise. The School works closely with Autism Outreach and CAMHS.

The name of our **SEN Co-ordinator** is Mrs J M Lansley.

The name of our **Designated Safeguarding Lead** is Mr D E Wilkins (Deputy Headmaster).

Equipment and facilities to assist our students with SEN:

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

For wheelchair users and students with restricted mobility there is a lift in the English block and chair lifts in the humanities buildings along with ramps to provide access to other areas of the School.

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

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

All parents are informed when their child is placed on the SEN 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 SEN 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 SEN:

After discussions with key academic and pastoral staff and parents, additional support may be put into place to provide enhanced resources and/or targeted small group and/or individual 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.

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 an educational psychologist, the Autism Outreach Team, the Hearing Impairment Services and Connexions.

Some pupils may qualify for examination access arrangements. These can include one or more of the following: supervised rest breaks, extra time, a prompter, a practical assistant, a reader, a scribe or the use of a word processor (with the spelling and grammar checking facility switched off). The SENCO will inform you about eligibility and applications for these arrangements which 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.

Our transitional arrangements for students with SEN include:

The Head of Year 7 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.

For boarding, prospective students are encouraged to attend our boarding taster weekend and/or taster days during the week.

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 SEN:

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 from the School's Registry who can be contacted at the School's address or by telephone (01384 817325) or email (admissions@oshsch.com).

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

Old Swinford Hospital Accessibility Plan

This plan outlines the proposals of the governing body of Old Swinford Hospital School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Pupils (through School Council and its committees)
- Employees
- Governors
- External partners

There are three duties:

1. Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.
2. Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.
3. Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Related Policies:

Related policies and plans include the SEN Policy, Anti-Bullying Policy, Equality and Diversity Policy, Educational Visits Policy, Health & Safety Policy.

Duty 1 Curriculum: Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review	Update/Findings
Short term	Staff members require further training on adjusting their teaching of children with dyslexia and dyspraxia.	Audit of curriculum and resources across subject areas	JLE & SENCO	Reporting back to staff on differentiation January 2015 Audit of curriculum begins in Spring term 2015	Management and teaching staff are aware of the accessibility gaps to the curriculum.	Summer 2015	Profile of SEN pupils now raised through staff inset (Jan 2015) and identification of pupils SEN dept. and register. Evidence of good practice seen via lesson observations and learning walks. Specific SEN learning walk to take place on December 2015.
	Staff members and exam invigilators must develop their understanding of changed exam regulations to guide children with differing types of need through controlled assessments	Exams officer to contact JCQ. INSET provided to staff members in the Spring of 2015.	Headmaster, Exams Officer & SENCO	Summer 2015	Staff members and invigilators to have the skills to support children with ASD.	Autumn 2015	Staff training for invigilators now routinely covers access arrangements
	To promote positive attitudes to disability.	Review Assembly Programme: widen focus of Different/Same theme plus Attitude is Altitude Involve local disability groups in assemblies and visits to school	Leadership team & governors	Summer 2015	OSH pupils more aware of extent to which disabled people play a full role in the community.	Autumn 2015	OSH Sixth Formers have been supporting Pens Meadow Special School but have yet to report back at OSH.
	September 2017 Intake	Specific site risk assessment to meet the needs of a child with limited mobility and bone/muscle strength.	LAG & JLE	Spring Term 2017	Positive feedback after taster day in summer term. Staff, pupil and family knowledgeable and confident in pupil joining OSH in September.	Summer 2017	
Medium term	Not all School trips take into account children with SEN and disabilities	Needs of children with SEND incorporated into planning process and Risk Assessments.	Teachers & SENCO	Autumn 2015	Planning of school trips takes into account children with disabilities.	End of Autumn Term 2015	Improved range of school trips now means that they are more suitable for all pupils. This flexibility also means we can respond demand as it arises. Recent improvements at Treherns also give greater access.
Long term	Pupils with SEND who do not wish to study at university cannot always access apprenticeships.	Develop partnerships with Birmingham Metropolitan University which offer appropriate practical and vocational courses.	Director of Sixth Form	Autumn 2016	Pupils with SEND can access apprenticeships.	Spring 2017	Work on securing apprenticeships has yet to begin.

Duty 2 The Physical Environment: Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review	Update/Findings
Short term	New headmaster requires confirmation that the physical environment is accessible.	Audit of physical environment.	Director of Estates & Facilities	Spring 2015	School is aware of accessibility gaps to its physical environment.	Summer 2015	Regular walks with Director of Estates and SLT confirm accessibility of physical environment areas which require further work.
	Disabled parking in Dudley Car park to be made clearer	Signage	Director of Estates & Facilities	Autumn 2014	Clearer provision for disabled parking	Spring 2015	Parking space with dropped kerb now visible.
Medium term	Disabled access to buildings is not consistent.	INSTALLATION OF RAMPS: <i>Hanbury Music Centre</i> <i>Foley House</i> <i>Headmaster's gate/drive needs resurfacing</i> <i>Foster House ramp up to front door</i> <i>Medical Centre enlarge door access</i> <i>Foley House - dropped kerb and ramp into front door</i> <i>Dudley Car Park - dropped kerb from disabled car space</i> <i>Founders Ramp at door entrance and ramp to reception</i>	Director of Estates & Facilities	Summer 2015	Learning environment is accessible to pupils with physical disabilities.	Autumn 2015	Use of ramps provides access to Great Hall and Hanbury. Hanbury Drive to be resurfaced in December 2015 Wheelchair access to Medical Centre has been confirmed Foley House
Long Term	Disabled toilet in Potter House is not accessible.	Relocation of disabled toilet	Director of Estates & Facilities	Summer 2015	Access to toilets is increased.	Autumn 2016	Lift and disabled toilet now repaired and accessible. Plans for disabled bedroom now required in Potter

Duty 3 Access to information: Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review	Update/Findings
Short term	Availability of written materials in alternative formats not yet known	Audit of information delivery procedures.	SENCO, ICT Manager & Director of Communications	Spring 2015	School is aware of accessibility gaps to its information delivery procedures.	Summer 2015	New school website covers this requirement in terms of its readability but <i>new</i> information now needs to be put in continuous prose rather than pdf
	Communication with parents and SEND pupils interested in OSH.	Arrange training as required for marketing and office staff.	SLT	Autumn 2015	Awareness of target group raised	Spring 2016	N/A. New team in place from January so new training is required from our SENCO
	Website needs accessibility statement	Accessibility statement to confirm that we have given accessibility due consideration	Director of Communications	Spring 2016	Website is DDA sympathetic	Spring 2016	
Medium term	School website is not totally accessible to children with SEND through video content.	Update website from January 2015 through video and audio footage	Marketing & ICT Manager	Summer 2015	Written and audio visual information is fully accessible to children with visual impairments.	Autumn 2016	Video and audio footage continues to make school website accessible and so this has been done. New pages need be made W3C compliant.
Long term	Alternative format of written materials	Statement required which offer different format/presentation	Director of Communications	Autumn 2016	Further DDA compliance	Spring 2017	