

Special Educational Needs and Disabilities (SEND) Policy

Date approved:	8 July 2026
Review cycle/date:	Annually, April 2027
Party responsible:	Full Governing Body
Linked policies:	Child Protection (Safeguarding) Policy, Accessibility Policy, Students with Medical Conditions & Managing Medicines Policy

The person responsible for overseeing the provision for students with special educational needs and disabilities (SEND) is:

Sally Emms, Special Educational Needs and Disabilities Co-Ordinator (SENDCO)

Contact details: 01929 500599; SallyEmms@theswanageschool.co.uk

The nominated Governor for SEND is:

Cathy Kafka, cathykafka@theswanageschool.co.uk

This policy was created by the school's SENDCO with the SEND Governor in liaison with the Senior Leadership Team, staff and parents of pupils with SEND

SEND Department Vision

Our vision is to remove each student's barriers to learning to enable them to reach their full potential, regardless of their starting point. In line with EEF principles, we have a sharp, well-defined repertoire of approaches to support students across the curriculum, foster a sense of belonging at TSS, and be prepared for life beyond school.

The department involves all stakeholders, including parents/carers, and the student themselves, in the 'Assess, Plan, Do, Review' process to adjust support accordingly.

The department will aim to do this by (and not limited to):

- empowering teachers to support students with SEND through Quality First Teaching
- providing staff with CPD to support them to provide impactful scaffolding and adaptations in lessons
- providing staff with the information they need for each student with SEND
- providing targeted interventions with specific outcomes to support students with SEND for those who need it (this includes access arrangements)
- signposting students and parents to appropriate support from outside agencies where needed
- liaising with outside agencies to support students in and out of school

- inviting parents into school each term for an information morning on SEND support at TSS
- following the SEND Code of Practice 2015 and adapting our practice rapidly as new updated policy comes into force

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 (Department for Education (DfE), 2015) 3.65 and has been written with reference to the following guidance and documents:

- Statutory guidance on supporting pupils at school with medical conditions (DfE, April 2017)
- Policy for Students with Medical Conditions & Managing Medicines
- Child Protection (Safeguarding) Policy
- KSCIE 2025
- Accessibility Plan
- Equality Act (2010)
- Teachers Standards (DfE 2021)

Our Graduated Response: Waves of Support

Wave One: Universal Support

All students at TSS receive Quality First Teaching (Strategy introduced 2026) based on Tom Sherrington's 'Systematic Inclusion' (2025), EEF strategies (2022) and Doug Lemov's *Teach Like a Champion 3.0* (2021). This strategy benefits all students and allows those with SEND to access the learning and make good progress. Wave One Strategies can also include reset cards (where assessed to be appropriate), ELSA/MHST services, fidget toys, ear defenders, specific seating in a classroom. Students with SEND accessing these strategies on top of QFT are registered as 'Monitoring'.

Wave Two: In-House Support and Interventions

Some students with SEND are registered as 'SEND Support' because they benefit from Wave One support at TSS and also need additional, specific interventions in our Hub with the SEND Team. These strategies include access to phonics, literacy, numeracy, social skills, fine motor skills and touch typing groups. All sessions are measured termly for impact as part of the Assess, Plan, Do, Review process.

Wave Three: Specialist Services

A small number of students, especially those with an EHCP, who have benefited from Wave One and Two strategies also receive external, professional support. The services engaged at TSS include Dorset Hearing and Visual Impaired Service, Speech and Language Service, Educational Psychologists and Specialist Teachers.

All students within Wave Two and Three bands are placed on our Special Educational Needs Register and regularly reviewed by the SENDCO. These students will have a Passport that contains information about them to share with teachers.

SEND Interventions

ELSA	An individual or small group intervention that focusses on developing the emotional and social needs of students. It is often suitable for students who are autistic or need help with anxiety or social skills.
EWSA	A short-term intervention offering emotional wellbeing support and advice for pupils who are experiencing difficulty or anxiety with a specific, personal or social issue.
IDL	An individual, computer-based intervention, (with some input from staff) to support students require additional literacy input.
Phonics	A small group daily session for those students who need to learn the basics of reading.
Numeracy	A small group intervention.
Precision Teaching	A small group daily intervention to build vocabulary (supervised by the NHS SALT service).
Social Skills	This is a small group intervention which supports pupils, often with an ASC diagnosis, to learning about their emotions, getting along with people and dealing with tricky situations (supervised by the NHS SALT Service)
Forest School	This is a small group-based intervention that aims to develop and support emotional, social needs and individual wellbeing, Group uses nurture base to reduce stress, improve emotional regulation and offer a time out space.

SEND Policy and the Local Offer

The Swanage School Local Offer and the [Dorset Council Local Offer](#) for children with special educational needs and disabilities reflect this SEND policy. The Swanage School maintains children's right to education and recognises the diverse educational needs within its communities. We acknowledge those needs may change and require a range of provision.

We will endeavour to offer that provision where we can, to foster inclusion and provide full educational access subject to reasonable adjustments and an appropriate use of available resources. Some children need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age
- b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The school's SEND policy aims to raise the aspirations of and expectations for all pupils with SEND, focusing on outcomes for students

Admissions

The admission arrangements for all children follows national legislation and is mindful of the Equality Act 2010. This includes children with any level of special educational need; those with an Education, Health & Care Plan (EHCP), and those without.

Please be aware that any student who applies to The Swanage School with an EHCP will be subject to the statutory consultation period as outlined on application. This is usually 15 working days from the school's receipt of the letter requesting the school's views. The school will consider these applications in line with the criteria set out by Dorset Council (or any other council) in this letter. For The Swanage School this

criterion is taken from Section 9 of the Education Act 1996:

In exercising or performing all their respective powers and duties under the Education Acts, the Secretary of State and local education authorities shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.

Please note that for any student, the school is unable to provide 1:1 TA support. Should a student with an EHCP apply to The Swanage School with 1:1 (or similarly worded high need TA support) we are likely to deem this as incompatible with the efficient education of others. This is because it would mean we would have to withdraw support from other high needs students, or to withdraw interventions from groups of other SEN students, in order to put this support in place. It is important that parents of students with EHCPs understand that although we are a small and supportive school, we do not have the provisions and expertise of specialist schools and we should not be seen as a replacement to that provision.

At The Swanage School we look at the educational needs of a student with disabilities and, in liaison with all other agencies involved with the student, develop an approach which will allow for students to achieve their full potential through shared strategies, target setting and resources to support this.

All SEND paperwork and information should be passed to the SENDCO as soon as possible. If the student is making a transition from another school, the SENDCOs (Special Educational Needs and Disabilities Co Ordinator) of the feeding and receiving schools exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the student's entry to the school. The student will be closely monitored from the time they start at the school to ensure that relevant provisions required for special educational needs are available and appropriate.

To view our Admissions Policy, please refer to the school website.

Equal opportunity

The Swanage School operates an equal opportunity policy to allow all our pupils to access all aspects of our curriculum. It is organised and managed in such a way that it is free from discrimination and bias irrespective of people's sexuality, race, religious convictions and ability or disability.

To view our Accessibility Policy, please refer to the school website.

Facilities for those with SEND

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually in compliance with legal requirements. The school will endeavour to meet the requirements set out in an EHCP for each student. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide auxiliary aids and services where appropriate as detailed by the Equality and Human Rights Commission.

The school has a range of specialist SEND facilities in place:

- physical environments (lifts, lighting, wheelchair access, acoustic tiling)

- assistive technology (provided through shared computing/media resources)
- increased access to the curriculum and assistance during examinations (access arrangements)

Aims of this SEND policy

We aim to provide every student with a broad and balanced education based on the National Curriculum and in line with the Special Education Needs Code of Practice (January 2015, DfE) whose principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

Objectives of this SEND policy

- to identify those with special educational needs as early as possible
- to monitor the progress of all students to ensure that those with special educational needs or disabilities have the opportunity to maintain the same rate of progress in their learning, or better, than students without special educational needs or disabilities
- make appropriate provision to ensure students with special educational needs or disabilities have full access to the school curriculum with positive outcomes
- work together effectively with other professionals and outside agencies to support the students at this school
- to foster emotional wellbeing and support students with social, emotional and mental health issues.

Identification of those with special educational needs

The school recognises that it has no specialist capacity to diagnose specific learning difficulties or medical needs (such as attention deficit hyperactivity disorder) but considers that it has significant experience to identify broad needs, plan support as required and refer if needed.

The school does recognise that it has sufficient experience and expertise to identify possible special educational needs and as such will suggest, plan and implement strategies to support students around suspected special educational needs.

Students may be identified as having special educational needs by parents, staff or by themselves. Any possible SEN will be discussed with key staff, parents, and students (where appropriate).

- Referrals for possible access arrangements will be made with parental consent to either the Special Educational Needs Specialist Service (SENSS) or an appropriately qualified person who is employed

directly by the school.

- Referrals for a possible diagnosis of a specific learning difficulty will be made with parental consent to either SENSS or an appropriately qualified person who is employed directly by the school following a graduated response.
- Referrals for a possible medical diagnosis will be made to the community pediatricians with parental consent following a graduated response.
- Referrals to hearing or vision services will be made directly to them or through the community pediatricians with parental consent.
- Referrals to occupational therapists (OT) can be made through a referral to community pediatricians or directly if the student has completed the learn to move intervention (with parental consent).
- Referrals for support with social, emotional and mental health will be made to Dorset MIND, the Dorset MHST Team or Child and Adolescent Mental Health Services (CAMHS) with the consent of the parents unless the student specifically requests that their parents are not informed and the school assesses them to be 'Fraser competent' and judges there to be no risk to the safety or welfare of the student by not informing parents.

Evaluating the impact of provision

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents/carers and students throughout the year. The school strives to narrow the achievement gap between students who have special educational needs and those who do not.

There is an annual cycle of formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO and SEND Governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, feedback forms etc.

The SENDCO monitors the effectiveness of SEND provision through data, pupil voice, and feedback from key staff and parents.

Complaints procedure

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO. Information on how to make a formal complaint is published on the school's website.

Continuing Professional Development

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of students with special educational needs and disabilities. The Governors will report each year to parents / carers on the policy for children with special educational needs (see SEND Information Report published on the school's website)

The SENDCO, in liaison with the staff coordinator for continuing professional development (CPD), will recommend or arrange appropriate SEND training for staff where needed.

Transition between schools

Transition arrangements include:

- Year 6 transition programme with all our primary feeder schools
- Enhanced transition afternoons for those students identified by primary schools as needing further transition support
- Year 11 transition support into college/next steps
- liaison with SENDCOs of schools from which new students with SEND have joined (or will join) The Swanage School
- formal transition review requirements for young people in Year 9 who have an EHCP
- transition plans through careers advisor for students in years 9 and above

Role of the SEND Link Governor

The SEND Link Governor representing the governing body liaises with the school staff. They oversee the SEND provision and support the school in striving to make sure those children and young people with special educational needs and/or disabilities get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for students with special educational needs. The SEND Link Governor responsibilities are:

- helping raise awareness of SEND issues at governing body meetings and giving up-to-date information on SEND provision within the school
- assisting in the regular review of provision for children with SEND and ensuring that parents and children have confidence in this provision
- having familiarity with the statutory elements of this policy and how they are implemented
- understanding changes in law associated with the delivery of SEND within our school
- challenging and holding to account those who coordinate SEND by reviewing SEND achievement data, and seeking to reduce any SEND curriculum performance gap
- reviewing the effective and efficient use of SEND funding delegated to our school.

The SEND team at The Swanage School

Sally Emms	SENDCO
Michelle Smith	Deputy SENDCO
Amanda Brennan	HLTA literacy and social skills
Sue Fane	HLTA
Matt Hamilton	TA; ELSA
Nikki Canning	TA; Trainee ELSA
Elaine Gething	HLTA numeracy; access arrangement assessor
Margarette Corben	TA

GLOSSARY

BSS	Behaviour Support Services
CAMHS	Children & Adolescent Mental Health Services
EHCP	Education, Health & Care Plan
ELSA	Emotional Literacy Support Assistant
HLTA	Higher Level Teaching Assistant
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs Coordinator
SENDIASS	SEND Information, Advice and Support Service
SENSS	Special Educational Needs Specialist Service
TA	Teaching Assistants