



## Swallow Grange SEND Policy & SEN Information Report

### 1. Introduction

Swallow Grange is an alternative provision supporting pupils with Special Educational Needs and Disabilities (SEND), including those with Education, Health and Care Plans (EHCPs). We provide part-time, personalised provision commissioned by Local Authorities and schools.

We are committed to delivering high-quality, inclusive education that meets the individual needs of every pupil and enables them to make meaningful progress socially, emotionally and academically.

### 2. Aims

- To identify and meet the needs of pupils with SEND
- To ensure all pupils can access a broad, balanced and appropriate curriculum
- To support pupils' social, emotional and mental health needs
- To work in partnership with parents/carers, schools and external professionals
- To prepare pupils for successful reintegration, transition or next steps

### 3. Definition of SEND

In line with the SEND Code of Practice (2015), a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Areas of need may include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

#### **4. Admission Arrangements**

Pupils are placed at Swallow Grange through commissioning arrangements with Local Authorities or referring schools. Most pupils:

- Have an EHCP or are undergoing assessment
- Require additional support beyond what can be provided in mainstream settings

We work closely with commissioners to ensure placements are appropriate and needs can be met.

#### **5. Identifying and Assessing Needs**

We use a graduated and holistic approach to assessment, including:

- Review of EHCPs and professional reports
- Baseline assessments on entry
- Ongoing observation and assessment
- Input from therapists and external agencies where appropriate

Needs are reviewed regularly and provision is adapted accordingly.

#### **6. Supporting Pupils with SEND**

All pupils at Swallow Grange are considered to have SEND. Provision is personalised and may include:

- Individualised learning plans
- Small group or 1:1 support
- Therapeutic approaches and interventions
- Structured routines and high levels of consistency
- Adapted curriculum to meet individual needs

Where pupils have an EHCP, provision will align with outcomes and specified support.

#### **7. The Graduated Approach**

We follow the Assess-Plan-Do-Review cycle:

- **Assess:** Identify needs through assessment and information sharing
- **Plan:** Agree outcomes and strategies with stakeholders
- **Do:** Implement targeted support
- **Review:** Evaluate progress and adjust provision

This cycle is ongoing and responsive.

## **8. Working with Parents and Carers**

We recognise the importance of strong partnerships with parents/carers. We:

- Share regular updates on progress
- Involve parents/carers in reviews and planning
- Provide clear communication channels

## **9. Working with External Agencies**

We work with a range of professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS and other mental health services

Collaboration ensures a holistic approach to support.

## **10. Supporting Transition**

We support pupils at key transition points, including:

- Entry into Swallow Grange
- Reintegration to mainstream or specialist settings
- Transition to next stages of education

Transition planning is individualised and carefully managed.

## **11. SEN Information Report (in line with Schedule 1 of the SEND Regulations 2014)**

### **11.1 Types of SEND Supported**

We support pupils with a range of needs, primarily:

- SEMH
- Autism spectrum condition

- Communication and interaction needs
- Learning difficulties

## **11.2 How We Identify Needs**

Needs are identified through referral information, EHCPs, assessments, and ongoing monitoring.

## **11.3 How We Support Learning**

- Personalised curriculum
- Adapted teaching approaches
- High staff-to-pupil ratios
- Therapeutic and relational practice

## **11.4 How We Measure Progress**

- Individual targets linked to EHCP outcomes
- Regular review meetings
- Behavioural and engagement tracking

## **11.5 How We Adapt the Environment**

- Low arousal, structured environments
- Flexible spaces
- Sensory-aware approaches

## **11.6 Training and Expertise of Staff**

Staff receive ongoing training in:

- SEND and SEMH
- Safeguarding
- Behaviour and relational approaches

## **11.7 Equipment and Facilities**

We provide appropriate resources and adaptations to support individual needs.

## **11.8 Involving Pupils**

Pupils are encouraged to:

- Share their views

- Contribute to planning
- Reflect on their progress

### **11.9 Involving Parents/Carers**

Parents/carers are involved through regular communication and review processes.

### **11.10 Complaints**

Concerns should be raised with the provision initially. Formal complaints can follow the Swallow Grange complaints procedure.

### **11.11 Local Offer**

Information about local SEND services is available through the relevant Local Authority Local Offer.

## **12. Monitoring and Review**

This policy and report will be reviewed annually.

## **13. Contact Details**

For further information, please contact [swallowgrange@footstepstofutures.co.uk](mailto:swallowgrange@footstepstofutures.co.uk)