



Swavesey  
Village College

# **SEND Information Report**

**Academic Year 2025/26**

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## Introduction

Welcome to our SEND Information Report which forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79).

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable on the provision available at Swavesey Village College. It should guide families when deciding if Swavesey Village College is the right educational setting for their child.

When we talk about “provision”, we mean what we provide in order to meet the needs of a student and help them make progress at school which is appropriate to their age.

## What is SEN?

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need (SEN) as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age;

or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a learner is identified as having SEN, Swavesey will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some pupils for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

## What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Students at Swavesey Village College who have a disability but do not have SEN are recorded on our SEND register as having “Identified Needs”. Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan, available at <https://www.swaveseyvc.co.uk/policies/>

## Accessibility

Our school is a safe and accessible building and we do our best to make it welcome to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access all areas; 9 disabled toilets; 2 disabled shower/changing facility; ramps; wide corridors and equipment to help with reading and writing.

## What types of SEND are provided for at Swavesey Village College?

There are four broad areas of need, although the Trust and Swavesey Village College recognises that a student's needs may fall into one or more categories. Swavesey Village College provides provision for all areas of need in line with the appropriate provision students require.

- 1. Communication and Interaction (C&I):** Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive) or they do not understand what is being said to them (cognition). They may not understand or use social rules of communication. Children with Autistic Spectrum Conditions (ASC) including Autism or Aspergers can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.
- 2. Cognition and Learning (C&L):** A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific learning Difficulties (SPLD), Moderate learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.
- 3. Social Emotional and mental Health (SEMH):** Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.
- 4. Sensory and or Physical Needs (SI/PD):** Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

## What is our approach to teaching students who have SEND?

All staff will work collaboratively to create vibrant, successful centers of learning for those with SEND in the heart of our local community. Using their best endeavours, educational outcomes will be generated, through exciting, inclusive, forward thinking or different methods, to enable aspirational opportunities for all students.

We value high-quality teaching (“Quality First Teaching”) for all students and monitor the quality of learning and teaching in the school. We use a range of methods to do this including regular lesson observation, work scrutiny by Curriculum Leaders and Senior Leaders, learning walks (when senior staff and/or SENCo follow a student or group of students to see at first hand their learning experiences), regular professional development training for all staff. The schools training schedule for this academic year has allocated three dedicated training sessions.

All teachers and SEND support staff will be informed about your child’s individual needs and will differentiate their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities, to enable your child to access the learning.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available, and should your child need this, it would be discussed with you.

## How does Swavesey identify children and young people with SEN and assess their needs?

SVC acknowledges that students’ needs should be identified and met as early as possible. The SEND team in conjunction with subject teachers, curriculum leaders and senior tutors, closely monitor the progress and attainment of all students, including those who have or may have SEND.

A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child’s previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment (p84 Code of Practice document)

However, identification may also be as a result of:

- Teacher concern
- Following up parental / carer concerns
- Tracking individual student progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools
- Information from other services

If further assessment is required we use a variety of assessment tools appropriate to the area of need, to support us identify specific areas of difficulty, to explore appropriate intervention and provision to support the child with their needs. If it is thought a child or family needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made.

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the ‘Graduated approach’.

Using the graduated approach, students will be identified on the schools SEND systems at the appropriate level, which is accessible to all staff. A visual representation of the system can be found in Appendix 1.

## What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

All students, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.

SEND students who are identified at Wave 3 of the graduated approach will have review meetings as required. However, as stated in the Code of Practice, this should be at a minimum of three times per year.

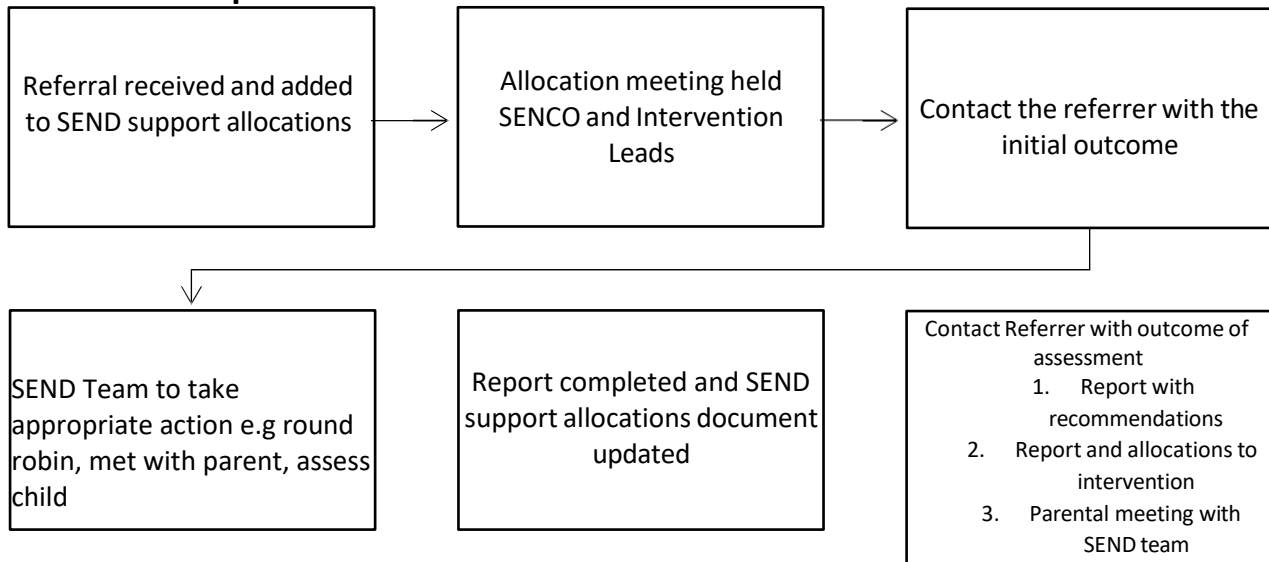
All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

## Who should I contact if I want to find out more information or think my child may have SEND?

All parents are able to contact key staff at the College by email, phone or in person and are welcome to attend a number of events, including academic mentoring meetings, parents' evenings and information evenings during the school year.

If you have any concerns about your child's progress your first point of contact should always be the form tutor or class teacher. Following this communication and implementation of a plan, if progress continues to be limited, a referral to Swavesey's SEND Team via an email to the SENDADMIN. This will be recoded and spoken about at weekly meeting.

### The SEND referral process



Students with EHCP will have a key worker who contacts home at least three times a year, meets with student and is point of contact.

If you wish to get in contact with the SEND department the please contact us on our SEND admin address:  
[Sendadmin@swaveseyvc.co.uk](mailto:Sendadmin@swaveseyvc.co.uk)

In the very unlikely event that you feel a query/ concern has not been addressed or you require additional advice guidance, the following key members of staff are able to provide support.

SENCO – Becky Dear – [rdear@swaveseyvc.co.uk](mailto:rdear@swaveseyvc.co.uk)

Parveen Jhai – [Pjahi@swaveseyvc.co.uk](mailto:Pjahi@swaveseyvc.co.uk)

Assistant SENCO – Hannah Adams – [hadams@swaveseyvc.co.uk](mailto:hadams@swaveseyvc.co.uk)

## What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

We take our responsibility to work with parents very seriously and strive at all times to provide the information needed for parents to make informed decisions about their child's education.

- We will work to ensure that everyone is clear on what our agreed outcomes are for the child and what the next steps are to achieve these.
- We will work to develop a strong understanding of the student's areas of strength and where additional support is needed.
- We will take into account parental concerns and work towards solutions.
- We will notify parents when it is decided that a student will receive SEN support.
- We will draw attention to available support outside school e.g. Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S. and PINPOINT
- 

Parents can support the school and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and signing planner
- Attending parent meetings
- Attending any meetings specifically arranged for your child
- 

## What are the arrangements for consulting with young people with SEN and involving them in their education?

Students are encouraged to take part in pupil voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to outcome setting and reviewing and reflect on their learning and achievements. Tutor interviews take place at least termly, when students have detailed discussions with their form tutor about their attainment, progress and next steps for improvement.

All students who have been identified as having SEND, need to have a pupil profile, which allows students to liaise with staff members to share their views of how they would like to be supported within the classroom.

## How do the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Swavesey Village College have developed effective working relationships with a wide range of external partners, professionals and agencies. These include;

- SEND Specialist Services
- School Nursing Service
- Hearing Impairment Service
- Visual Impairment Service
- Occupational Therapy Services
- The Child Protection Service
- Social Services
- The Educational Welfare Service
- Educational Team for Looked After Children (ETLAC)
- Children and Adolescents Mental Health Services (CAMHS)
- Centre 33.

These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Cambridgeshire County Council and use the Early Help Assessment process when appropriate to do so.

A variety of support services are available for the parents of pupils with special educational needs, these can be accessed through the following forms of communication;

Early Help Assessment

Further information can be found at: <https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/how-we-work/children-and-families-services/children-and-families-procedures-and-resources/think-family/>

SENDIASS

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

Cambridgeshire Local Offer

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

## What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Transitions can be a complex and daunting time for some of our students. These transitions can include:

- Moving to Swavesey Village College from primary school or another secondary school
- Moving classes or groups within school
- Having a new teacher
- Moving from school to work or college or university

Swavesey Village College is committed to working with students, their parents and families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur.

Planning and support for transition is a particular and important element of our provision for all SEND students at Swavesey Village College. Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6 and often in Year 5. For those students with EHCP's, a member of the SEND team will attend the Annual Review in Year 6 and, wherever possible, in Year 5, to begin to build a picture of individual need.

If a student is identified as someone who may find the transition to Secondary School a daunting or challenging experience, we offer an extra morning transition session delivered by the SEND Team where they can get to know the SEND team and school on a more personal level. Parents will be offered this provision, through our links with the primary setting who will share the invite if deemed appropriate for the child. Parents are also invited to an extra parental meeting to gain information about support and meet the SEND team. Students are highly recommended to come to the summer school as this helps with transition.

From Year 8, transition planning starts for the move into Key Stage 4 and from there into Sixth Form, college or employment. The SENCo and Achievement Support team work closely with other providers and settings to ensure a transition which is as smooth and positive as possible for students with SEN and/or disability.

For students with EHCP additional information is gathered and shared with further education providers, to ensure the most appropriate provision and support is available.

## What adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied.

## How are resources allocated and matched to children/young people's SEN/D?

Each year the school receives guidance about how to support children with SEND with resources being allocated based on evidence of need and effectiveness. The SENDCO, writes a Provision Map which plans the learning support and resources required for the following year. This includes physical resources for Individual children or adult support for groups of children. This helps the school plan and budget how it will support and enable students to achieve their potential.

In addition to the Provision Map, as each child is unique and different, no two plans should be the same, and no journey remains the same throughout their school life. Day to day intervention and support is geared around their ever-changing needs and life stages, in a bespoke format arranged and challenged through review meetings.

A child may find that they need more support at certain times of the year and it is imperative we meet the learning needs of the child when they need it and plan for those occasions in advance to ensure optimum resources are given.

If a child suddenly finds that they are in crisis, then support is offered quickly, with the key end goal of developing independent skills. This is raised, discussed and agreed at the review meeting.

## What expertise and training do staff complete, to support children and young people with SEN?

Annual training covering various aspects of SEN is offered to all staff as part of the School's training program. Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice.

Examples of training has included but not limited to;

- Literacy and numeracy intervention
- Use of hearing impairment aids
- High quality teaching
- Reasonable adjustments within the classroom
- Exam access arrangements
- Speech and Language Therapy (SALT)
- Autism in schools
- SEND Code of Practice
- Raising achievement through well-being
- SpLD
- First Aid

Becky Dear, the SENCO has completed the following training qualifications;

- National Award for Special Educational Needs Coordinator (Completion July 2015)
- Early Help Assessment training

## How do children and young people with SEN engage in activities available with children and young people in the school who do not have SEN

A large range of academic and hobby/interest clubs are available at SVC. These are open to all students, including students with SEND.

Additionally, we run a range of activities to support SEND students including Homework Club, and Lunch time Social Club,

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip. The accessibility of each trip is assessed on an individual basis. All reasonable steps are taken to ensure participation.

## What support is available for improving emotional and social development?

At SVC we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor, students and parents.

There are additional members of staff who are able to provide pastoral support, these include: School Nurse, Centre33, Romsey Mill, Child Protection officer, CAMH, CCC Early Help Team, In school support teacher, Attendance and family worker, Student Support Assistant, Senior Tutor. These services will be access, if appropriate for your child in line with their presenting needs.

If any member of the school feels that further support is required, then they can refer to SVC Wellbeing Hub; which is SVC's internal provision to support students presenting with social and emotional needs.

## What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

We hope by maintaining regular dialogue between Parents and school that you will not have cause to make a complaint. However, if you do, the process is outlined below:

1. Contact the SEND Co-Coordinator, (Becky Dear) Swavesey Village College, Gibraltar Lane, Swavesey, CB24 4RS, Tel: 01954 230366. A personal appointment will be made to discuss and work towards a resolution of your complaint.
2. Should the complaint not be resolved satisfactorily at the meeting please refer to Swavesey Village College complaints policy.

## References

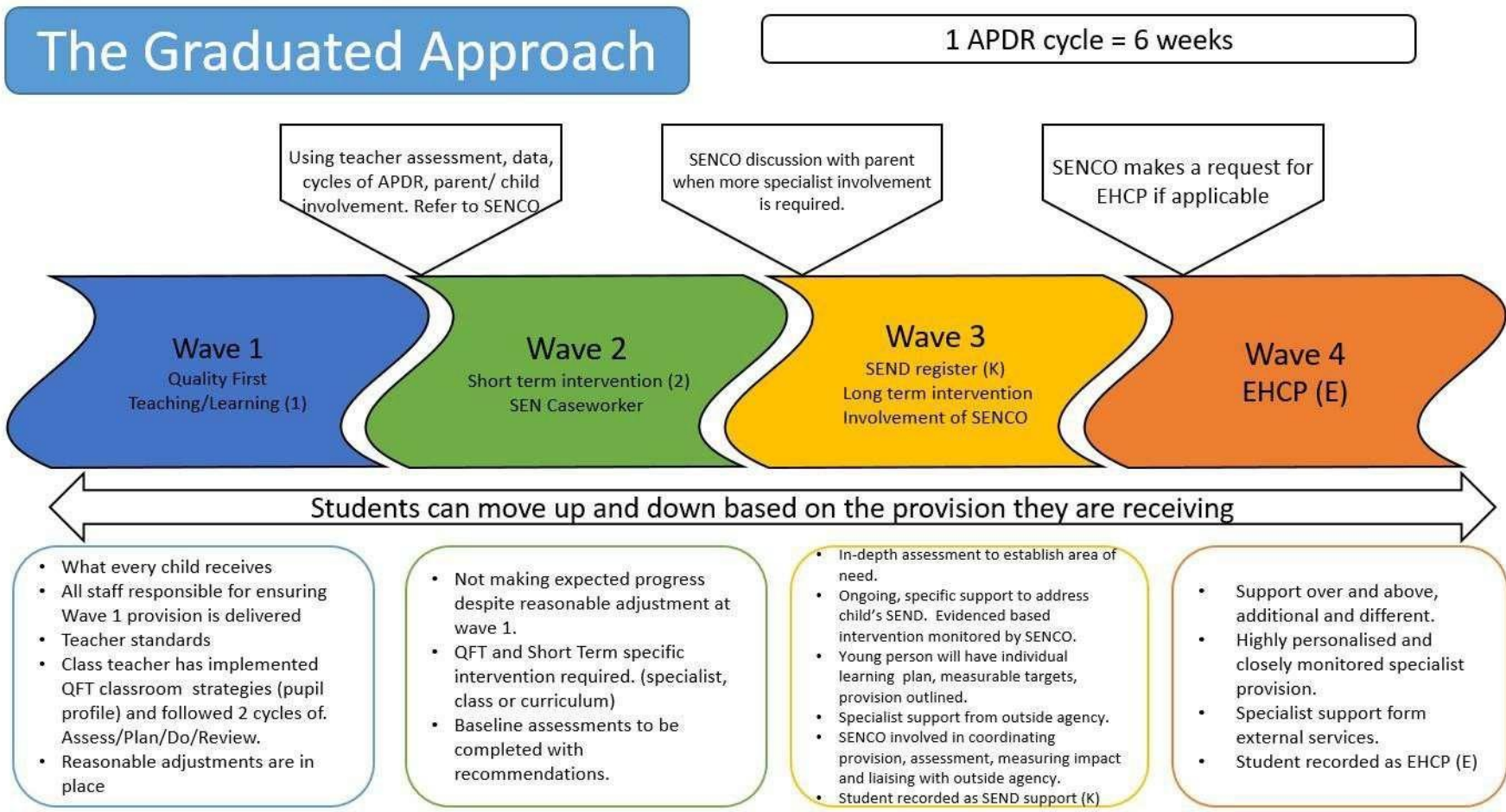
The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendices:

Appendix 1

SVC Graduated Approach



## Appendix 2

### Key responsibilities

#### Class teachers are responsible for:

- The progress of the child in their lessons, including students with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion.
- Planning and delivering individualised programmes for SEND students, taking into full account the Pupil Profile to ensure the needs of the child are met.
- Where relevant, making appropriate use of the Teaching Assistant. The Teaching Assistant is there to assist; responsibility for the class is in the hands of the teacher.
- Being familiar with the needs of students in their class who have SEND, and to be familiar with all information as set out in the Pupil Profile.
- Contributing to the child's Pupil Profile (as required).
- Making themselves aware of policy and procedures for the assess, plan, do, review graduated response.
- Giving feedback to parents of students with SEN.

#### Subject / Curriculum Leaders / Middle Leaders are responsible for:

- Ensuring that the requirements of SEND students are met in the Schemes of Work and that any examination course followed takes into account the needs of the students.
- Ensuring that progress is made for all SEND students in their subject area.

#### Head of Houses / Assistant Principals are responsible for:

- Ensuring that subject leaders are meeting the requirements of SEN students in their lessons.

#### The Special Educational Needs Coordinator:

Ensuring that the Houses, SEND support team and teaching staff are meeting the requirements of SEND students.

- Resolving any complaints, where the form tutor/ Senior Tutor has been unable to do so
- Keeping the Senior Leadership Team informed about SEND issues
- Overseeing the day-day operation of SEND policy and procedure.
- Ensuring that an agreed, consistent approach is adopted
- Co-ordinating provision for children with SEN
- Liaising with and advising other staff
- Supporting class teachers and Academy teams in devising strategies, drawing up Pupil Profiles, setting outcomes appropriate to the student's needs and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel within the classroom
- Maintaining the Academy's SEND register and records together with monitoring and evaluating the School's provision of support and progress of children with SEND in ensuring a graduated approach.
- Liaising with parents of children with SEND needs (in conjunction with College teams, class teachers and TA's)
- Contributing to the in-service training of staff
- Key point of contact with external agencies especially the Local Authority
- Liaising with SENDCos in other schools to help provide a smooth transition from one school to the other
- Keeping aware of the latest legislation, guidance and best practice regarding SEND
- Organising the daily activities of SEND Support Workers and Caseworkers

- Timetabling of SEND Teaching Assistants
- Helping to produce Pupil Profiles and monitoring their completion
- Tracking student's progress
- Carrying out reviews and appraisal of SEND Support Workers and Caseworkers
- When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

**The Executive Principal is responsible for:**

- The management of all aspects of the Academy's work, including provision for all students with SEND
- Keeping the Governing Body informed about SEND issues inc: progress of SEN students
- Working closely with the SEN personnel within the Academy
- Ensuring the implementation of policy and procedures to do with SEND

**The Academy Council will ensure that:**

- SEND provision is an integral part of the school improvement / development plan the necessary provision is made for any students with SEND
- All staff are aware of the need to identify and provide for students with SEND
- Students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- It reports to parents on the implementation of the school's SEND policy
- It has regard to the requirements of the SEND Code of Practice(2015)
- Parents are notified if the school decides to make special educational provision for their child
- It is fully informed about SEND issues, so that it can play a major part in school self-review
- It sets up appropriate staffing and funding arrangements, and oversees the school's work for students with SEND
- The quality of SEN provision is monitored
- They approve the SEND policy and report on an annual basis