Saffron Walden County High School

Special Educational Needs & Disability (SEND)

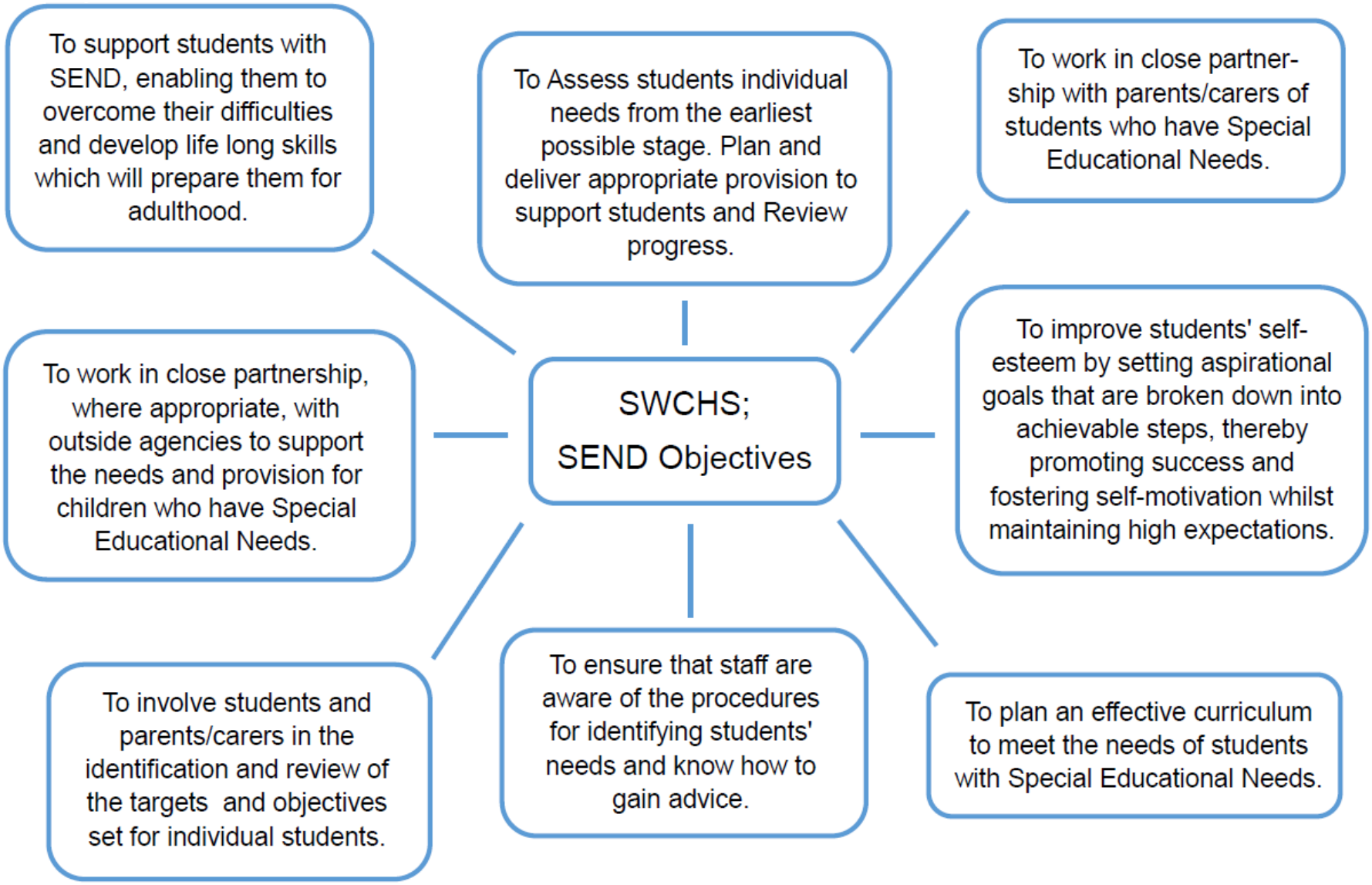
Provision Report

2026 - 2027

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SWCHS;
SEND Objectives
To support students with SEND, enabling them to overcome their difficulties and develop life long skills which will prepare them for adulthood.
To Assess students individual needs from the earliest possible stage. Plan and deliver appropriate provision to support students and Review progress.
To work in close partner-ship with parents/carers of students who have Special Educational Needs.
To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have Special Educational Needs.
To improve students' self-esteem by setting aspirational goals that are broken down into achievable steps, thereby promoting success and fostering self-motivation whilst maintaining high expectations.
To involve students and parents/carers in the identification and review of the targets and objectives set for individual students.
To ensure that staff are aware of the procedures for identifying students' needs and know how to gain advice.
To plan an effective curriculum to meet the needs of students with Special Educational Needs.

Introduction

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEN report on their website and update it when required, at least annually.

The report must contain:

(a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;

(b) information as to -

(i) the arrangements for the admission of disabled persons as pupils at the school;

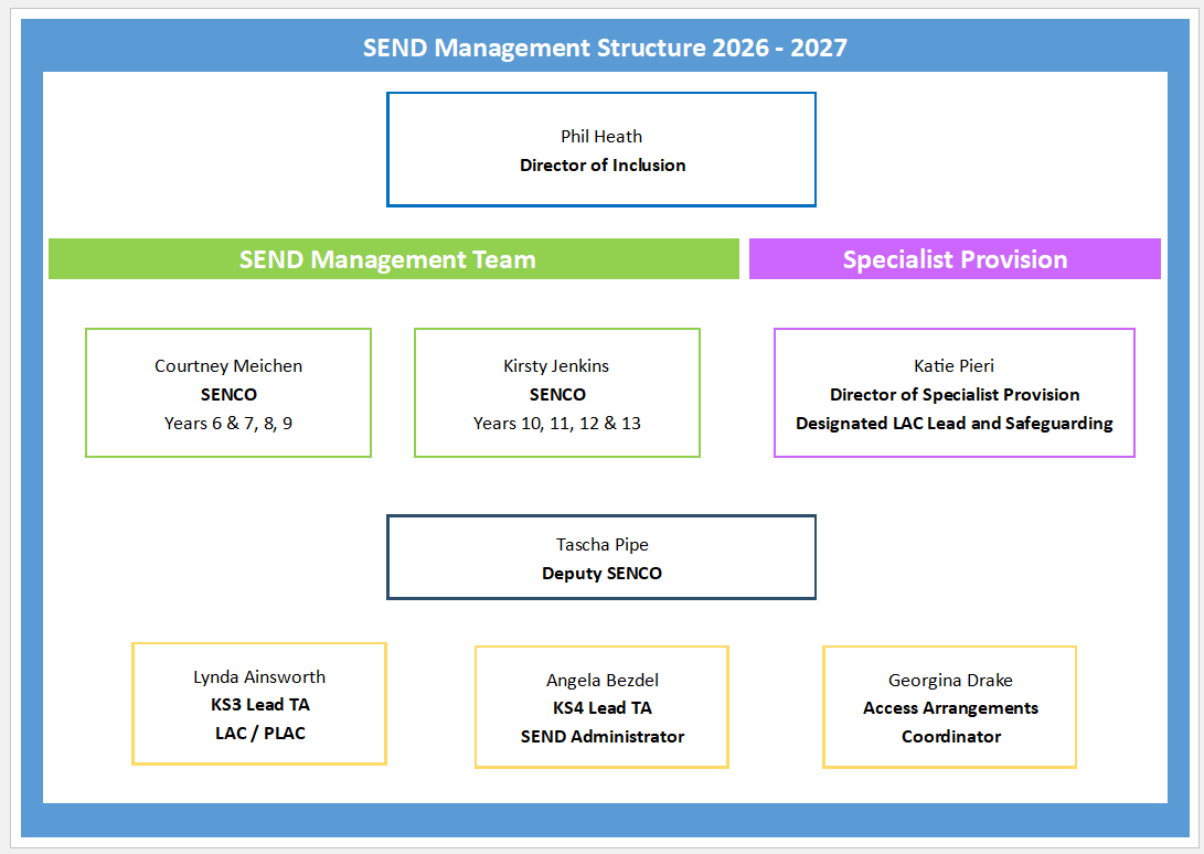
(ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;

(iii) the facilities provided to assist access to the school by disabled pupils;

(iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan located separately on website)

Contact Information

Mrs Kirsty Jenkins, Miss Courtney Meichen and Mrs Katie Pieri, are the joint SEN Co-Ordinators and have day to day responsibility for co-ordinating SEND provision at SWCHS. Mrs Natascha Pipe is the Deputy SENCO. Mr Phillip Heath is Director of Inclusion. Their contact line is 01799 513030 for the main office.



Identification

At SWCHS we are passionate about ensuring all our students can play a full and active role within the school. We do not discriminate against pupils due to their Special Educational Need or Disability. We will endeavour to make appropriate access arrangements or adaptations depending upon the individual need and ensure that all students can partake in the daily life of the school.

We identify the needs of students in a range of ways. We use data sources from primary schools, school assessments and psychometric tests. We also have a range of ability tests which help us identify how best we can support our students. Teacher feedback and information from parents and external professionals is also paramount in understanding the needs of our students.

Tests available to us include; NGRT, SPaRCS, Boxall Profile, WIATII, WRAT4, SDMT, Access Reading Test, Vernon Spelling test, DASH, CTOPP.

Students are identified through regular monitoring by class teachers, support staff and pastoral teams. They will report any concerns to the SEN Co-ordinators, the Deputy SENCO

or relevant TAs. Further assessment or investigation, if required, can be carried out by staff or relevant outside agencies. Staff can raise concerns directly with the SENCOs or Deputy at any time. Parents can also raise any concerns they have with the school at any time through the pastoral systems, teaching staff or directly with the SENCOs or Deputy.

Admission

There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed individually to identify specific needs, talents, abilities and challenges.

The Department

The department is made up of a team of 26 full and part time staff. That includes 23 Teaching Assistants, of which 3 hold the post of Lead TA for a designated area: KS3 Transition, KS4 Transition and Exams. There is a Deputy SENCO and 3 SENCOs.
Combined, our department offer a range of support. These include; in-class support, where our TAs are based in curriculum areas and plan termly with teaching staff; small group work; extra-curricular activities and groups; lunch and break supervisions.
We also work closely with the Mental Health Lead (Mrs Moran) and students can access support via referral through the YAC (Year Achievement Coordinator) Panel. Therapeutic support, Counselling, an array of therapies are available in our Wellbeing Shed. There is also a daily, therapeutic drop-in sessions for students run at lunchtime out of the Wellbeing Shed. Please see Crocus Wellbeing page on the website for more information.

Who We Work With

We currently support pupils with a wide and diverse range of Special Educational Needs and Disabilities (SEND). These include Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Pathological Demand

Avoidance (PDA), Oppositional Defiant Disorder (ODD), Foetal Alcohol Spectrum Disorder (FASD), Tourette Syndrome, Dyslexia, Dyscalculia, Dysgraphia, Dysfluency, Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Developmental Coordination Disorder (DCD), Speech, Language and Communication Needs (SLCN), Social Communication Difficulties, Auditory Processing Disorder (APD), Anxiety, Emotionally Based School Avoidance (EBSA), Intense Imagery Movements (IIM), Cerebral Palsy (including Spastic Diplegia), Hypermobility, Hyperhidrosis, Irlen Syndrome, Sensory Processing Disorder (SPD), Visual Impairments, Colour Vision Deficiency (Colour Blindness), Hearing Impairments (including the use of hearing aids and radio aids), and a range of physical disabilities, including students who use prosthetic limbs.

We also support students with a variety of medical, neurological and genetic conditions, including Epilepsy, Chronic Fatigue Syndrome, Cystic Fibrosis, Brain Tumour and associated treatment needs, including active chemotherapy, Ollier Disease, Turner Syndrome, Trichorhinophalangeal Syndrome Type I (TRPS I), Duane Syndrome, Retinitis Pigmentosa, Blepharitis, Dysgenesis of the Corpus Callosum, Type 2 Orbital Hypertelorism, Fragile X Syndrome, Spina Bifida and Scoliosis.

In addition, we work with students who experience difficulties with memory, processing speed, executive functioning, emotional regulation, sensory sensitivities, social interaction, communication, organisation, independence, attention, concentration, attendance and school engagement. Many of our students present with needs that span multiple areas, and we recognise that every young person has a unique profile of strengths, challenges and aspirations.

We support students across all four areas of need identified within the SEND Code of Practice:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**

- **Sensory and/or Physical Needs**

Our approach is centered on understanding the individual needs of each student and working collaboratively with families, external professionals and school staff to ensure every young person can thrive academically, socially and emotionally.

Pupil Cohort Data

The numbers of students we support are (valid as of September 2026):

a) Number on Roll

Numbers on roll as at 28/09/2026 including pupil(s) with an Education Health and Care Plan and those on SEN Support are as follows:

	Total PAN for each year group	Total in year group at 28/09/2026	Mainschool EHCPs	The Birches EHCPs	School Support	Total SEND	%
Year : 7	300	305	19	5	59	83	27.21%
Year : 8	300	299	6	0	62	68	22.74%
Year : 9	300	302	25	0	59	84	27.81%
Year : 10	300	303	12	5	46	63	20.79%
Year : 11	300	301	10	0	41	51	16.94%
Total Years 7 to 11	**1500**	**1510**	**72**	**10**	**267**	**349**	**23.11%**

Sixth Form:	Total in year group at 28/09/2026	Mainschool EHCPs	The Birches EHCPs	School Support	Total SEND	%
Year : 12	385	9	5	45	59	15.32%
Year : 13	355	3	0	45	48	13.52%

OVERALL TOTAL	Total in school at 28/09/2026	Mainschool EHCPs	The Birches EHCPs	School Support	Total SEND
Total Years 7 - 13	**2250**	**84**	**15**	**357**	**456**

Phase	Total	Mainschool EHCPs	%	The Birches EHCPs	Total EHCPs	%	School Support	%
Years: 7-11	1510	**72**	4.77%	**10**	**82**	5.43%	**267**	17.68%
Years: 12-13	740	**12**	1.62%	**5**	**17**	2.30%	**90**	12.16%
Years: 7-13	2250	**84**	3.73%	**15**	**99**	4.40%	**357**	15.87%

SEND National Average %		
EHCP	SCHOOL SUPPORT	PHYSICAL DISABILITY
3.5%	14.1%	4.4%

Reviewing

All students with an Education, Health and Care Plan, have a Person Centred Plan (PCP). This highlights the outcomes on the EHCP, and support highlighted in the plan. Where necessary, students identified as school support can also have a PCP to highlight specific support.
Students with an Education, Health and Care Plan also have an Annual Review which is monitored by the Local Authority. These students may receive support in class as well as from external agencies and/or school based specialists, depending upon their needs and wishes, as identified in the EHCP. This may involve Outside Agencies such as Speech and Language Therapy (SALT), Advisory Teachers for Specific Learning Difficulties and the Educational Psychology Service.
The thoughts and wishes of the child are at the centre of everything we do to support them, and they are involved at every step to guarantee that the support offered is best for the individual and meets their needs. Care is taken to support and guide students where their personal wishes may not be in their best interests and may hinder their progress in meeting their best possible outcomes.
All students including those identified as School Support (K) are discussed at regular pastoral meetings and wellbeing meetings to ensure the support they receive is sufficient and continuing to have impact.

Support

At SWCHS we are inclusive and believe all children have the right to a balanced and broad curriculum. Quality first teaching is key in this success. Staff training and regular communication is at the heart of identifying and supporting our learners. We are able to be flexible to the individual needs of students and can provide opportunities for support in many differing ways, including 1-2-1 sessions, small groups, therapy and counselling, in-class support, and the use of external agency support.
We offer training to all of our staff through INSET and formal qualifications to ensure that all staff have the knowledge and skills to work with our SEND pupils. This enables us to offer an adaptive curriculum to meet the needs of all of our learners. We offer, where appropriate, a

variety of alternative curriculum courses. We also have GCSE alternatives such as Entry Level Qualifications.
We have designated support for mental health and wellbeing, please see the Crocus Wellbeing section of the website.
Mrs Pieri oversees the provision for LAC children and works with relevant agencies such as the Virtual School and Social Care in ensuring their support needs are met.

Opportunities

We value all our pupils equally, irrespective of race, social class or disability and treat them all equally. All children are given the opportunity to attend after school clubs, trips (including residential trips) and to take on roles and responsibilities throughout the school, such as the Student Voice, Prefect and Peer Mentor.

Governing Body

The Governing Body receive termly updates on the SEN provision offered at SWCHS, including new developments, successes and areas for future development. Current and new legislation is also reviewed, as well as information on local and national programmes and research which may be relevant.

Parents

The role played by the parents of pupils with special educational needs and disabilities is essential to the wellbeing of their children within school. They are involved in meetings relevant to the needs of their child and we rely on their expertise. Parents may meet with the SEND team, Pastoral Team, Wellbeing Team or Senior colleagues depending on support required for their child. Parents are invited to attend all Annual Reviews for students with an Education, Health and Care Plan. Annual Reviews are offered in person, online or over the phone to support attendance and access.

Transition

Transition arrangements are very important. The SENCOs, Deputy SENCO and Lead TA for Key Stage 3, will visit primary schools when appropriate and liaise with the Year 7 Achievement Coordinator to share information.

Students with an Education, Health and Care Plan will also receive support from the careers service (IAG) as part of their Annual Review in Year 9 and again in Year 11 to ensure that they are fully prepared for the transition to adulthood. The Lead LSA for Key Stage 4 will also support students and parents through this transition into KS5 and also leaving KS5 into Higher Education settings like Universities.

Staffing

Miss Ainsworth	Miss Harvey
Mrs Bezdel	Mrs Reynolds
Miss Simpkin	Mr Kizewski
Mrs Warner	Mrs Willingale
Mr Willingale	Mrs Reid
Mrs Ingham	Mrs Pieri
Mr Cameron	Mr Haigh
Mrs Addison	Mrs Hynes
Mrs De Beni	Mrs Pipe
Mrs Drake	Mrs Jenkins
Miss Emerson	Mrs Smith
Mr Miles	Mrs Opie
Mr Heath	Mrs Sims Fejdi
Miss Meichen	Miss Cameron
Mr Jenkins	Mrs Ahktar
Miss Travers	Miss Shoard

All Staff have received training in Attachment Theory, Dyslexia and Autism as our most prevalent needs. Some staff have received training in Speech, Language and Communications needs, Hearing impairment, Vision impairment, Anger Management, Mentoring, Coaching, Eating Disorders, Self-Harm and Therapeutic conversations.

Communication

At SWCHS we encourage open communication at all times. Where an issue arises, we encourage parents to contact relevant staff members immediately. If you are not satisfied with any aspect of the SEND provision provided at SWCHS, please follow the complaints procedure.

Local Offer

Essex County Council have published their Local Offer: www.essexlocaloffer.org.uk This outlines all support services in the area and has information regarding SEND, assessment, complaints, services, schools and support that can be accessed.