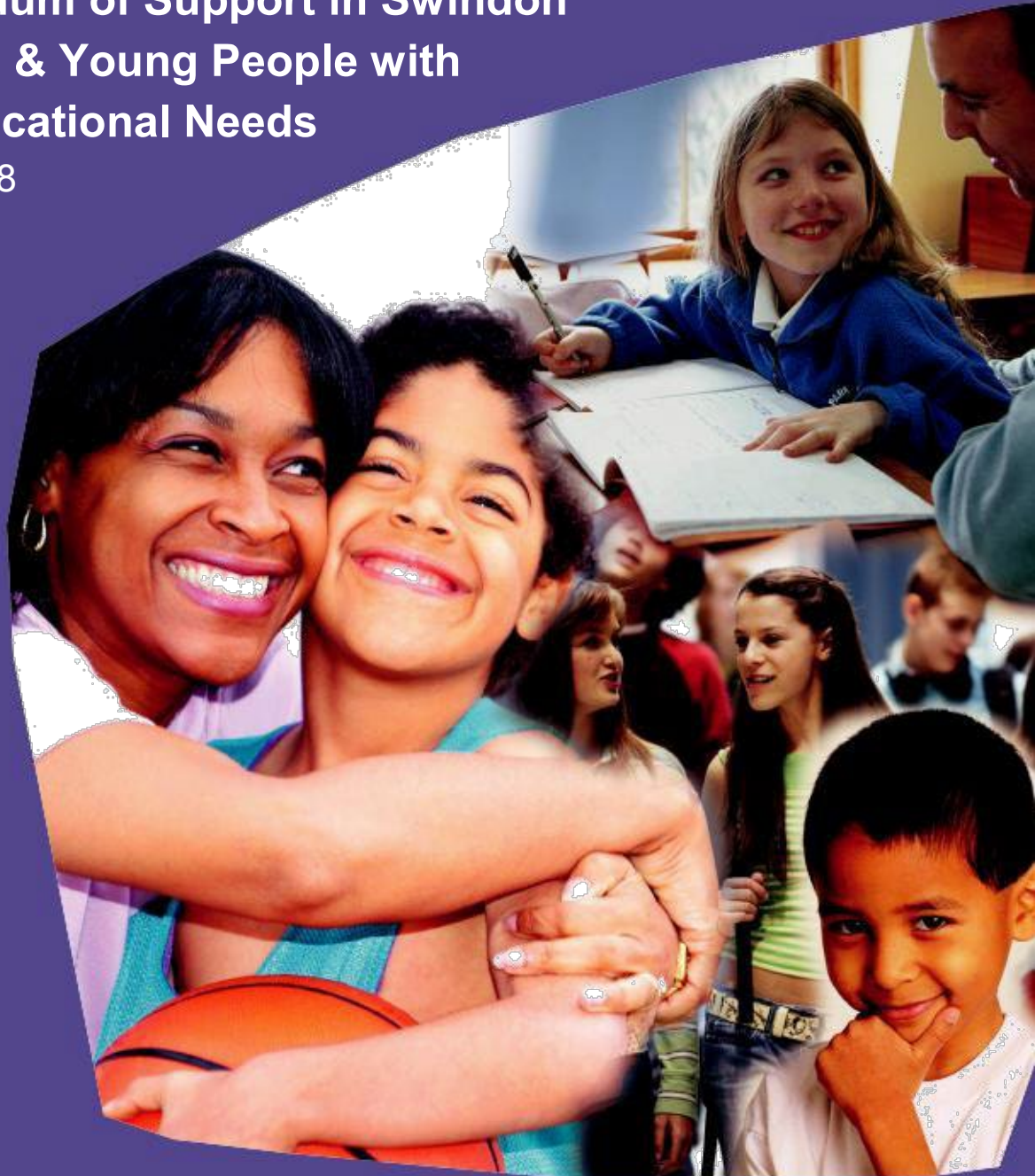


Children Services

Commissioning – Education

The Continuum of Support in Swindon for Children & Young People with Special Educational Needs

November 2018



Contact:
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Contents

Special Provision in Swindon	1
Brief description of needs and provision	4
Mainstream Primary	4
Mainstream Secondary	4
Special	5
Advisory Services	7
Advisory Service for Visual Impairment	8
Swindon Autism Support Service	9
Swindon Hearing Support Team	10
The Advisory Service for Assistive Technology	11
The Advisory Service for Dyslexia - SpLD	12
The Advisory Service for Physical Disability	13
Special Resourced Provision	14
Eldene Primary School	15
Even Swindon Primary School	16
Kingsdown School	18
Lydiard Park Academy	19
Millbrook Primary School	20
Red Oaks Primary School	21
Red Oaks Primary School	22
Robert Le Kyng Primary School	23
Ruskin Junior School	24
The Commonweal School	25
The Commonweal School	26
The Ridgeway School and Sixth Form	27
Westlea Primary School	28
Special Schools	30
Brimble Hill School	31
Churchward School	32
Crowdys Hill School	33
Nyland Campus	34
St Luke's School	35
The Chalet School	36
Uplands School	37

Special Provision in Swindon

This booklet is designed for parents/carers, Head teachers, teachers, and staff in schools and agencies in the Borough. It is a summary of the in-Borough continuum of provision available for children and young people with special educational needs (SEN).

The booklet contains descriptions of the admission criteria for each Special Resourced Provision (SRP) in a mainstream school and the special schools. It also includes an overview of the advisory services provided by Swindon Borough Council. This will enable parents, professionals and pupils to make informed choices about provision in the Borough.

The continuum is evolving to respond to the changing needs of the children and young people. Each year the needs of children and young people are analysed and provision is planned and developed. This booklet is issued annually and updated regularly to include any changes to provision, the number of places commissioned in each SRP and school and the type of need catered for.

Admissions Procedure for Special Resourced Provision and Special Schools:

The admissions procedure is the same whether to a special school or special resourced provision in a mainstream school and is as follows:

- Consideration of evidence regarding individual needs. This is usually at the outcome of a Statutory Assessment, as a response to an Annual Review, a move into the Borough, or a request from another Local Authority (LA) seeking a place
- Decision by the High Needs Panel about the placement of a pupil
- Papers are referred to the Head teacher/Governors of the school for consideration
- Parents/pupil are invited to visit the school
- School either confirms the placement or raises concerns about the school's ability to meet the pupil's need with the LA via the High Needs Panel
- If placement is confirmed, the parents and the school are informed and a start date agreed
- If concerns are raised, the LA will consider, in consultation with the Head teacher and, where appropriate, other agencies, what additional support may be required to ensure the pupil has appropriate access
- In rare cases, where it is demonstrated that the pupil's needs cannot be met within the school, a pupil may be referred to an alternative provision
- The phase transfer review by the Special Educational Needs Assessment Team (SENAT), held in Year 5, is a key planning stage in ensuring smooth transition to secondary school. The evidence of professionals and wishes of pupils and parents are considered by the High Needs Panel

Appeals procedures

Where parents/carers do not agree with the placement made by the LA, they have the right of appeal. In the first instance they should contact Jill Hearn SEN Assessment Team Manager (Tel: 445500) (e-mail: jhearn@swindon.gov.uk) and Helen Hancox, SENDIASS Coordinator (Tel: 445500) (e-mail: hhancox@swindon.gov.uk) who will advise on procedures for disagreement resolution and, where this is not appropriate or effective, an appeal to the Special Educational Needs and Disability Tribunal. The Special Education Needs Assessment Team can also be contacted on 445500 or email SENAT@swindon.gov.uk.

Exit procedure from special provision

The needs of children and young people change over time. Proper use of specialist places, with children and young people leaving when appropriate, is essential in supporting success and preparing for transfer to the next phase of education. Mainstream schools with special resourced provision and special schools have a responsibility to ensure that places are not filled by pupils who still have special educational needs but no longer require a high level of specific support. Any change in provision should follow a recommendation from an Annual Review.

The child/young person will have:

- Shown consistent improvements over time
- Spent time successfully integrated into a mainstream resourced environment and will have become less dependent on specialist support
- Shown evidence of social skills and peer relationships

Each year the LA will liaise with the Head teacher and Governors of the schools to ensure that any changes to place numbers, the range of pupil needs catered for and/or the extent of outreach work are identified, agreed and published. The school and the LA will sign a Service Level Agreement with all specific details included.

Special Provision in Swindon

School	Brief description of needs and provision
Mainstream Primary	
Eldene	Special resourced provision for children with complex learning & other difficulties
Even Swindon	Special resourced provision for children with significant/severe speech and language/communication difficulties
Millbrook	Special resourced provision for children with complex learning & other difficulties
Red Oaks	Special resourced provision for children with complex learning & other difficulties
Red Oaks	Special resourced provision for children who are deaf or have a profound hearing loss
Robert le Kyng	Special resourced provision for children with a physical disability
Ruskin Junior	Special resourced provision for Children with Autistic Spectrum Condition (ASC) or related social, communication and interaction difficulties
Westlea	Special resourced provision for children with a physical disability
Mainstream Secondary	
Kingsdown	Special resourced provision for young people with Autistic Spectrum Condition (ASC)
Lydiard Park Academy	Special resourced provision for young people with Autistic Spectrum Condition (ASC)
The Commonweal	Special resourced provision for young people with a physical disability
The Commonweal	Special resourced provision for young people with severe specific learning difficulties
The Ridgeway	Special resourced provision for young people with Autistic Spectrum Condition (ASC)

Special	
Brimble Hill	Special primary school: Severe, profound & multiple learning difficulties and other associated difficulties and disabilities. Children with Autistic Spectrum Condition (ASC)
Churchward	Special secondary school: Autistic Spectrum Condition (ASC) and/or Social Communication Interaction Difficulties (SCID)
Crowdys Hill	Special all-through school (4 – 19): Complex learning difficulties and other associated difficulties and disabilities, including Autistic Spectrum Condition (ASC)
Nyland	Special primary school: Social, Emotional and Mental Health difficulties
St Lukes	Special secondary school: Social, Emotional and Mental Health difficulties
The Chalet	Special primary school: Complex Learning Difficulties including children with Autistic Spectrum Condition (ASC)
Uplands	Special secondary school: Severe, profound & multiple learning difficulties and other associated difficulties and disabilities

Provision available related to the primary needs of a child/young person - Special Resource provision (SRP) and Special Schools

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Physical/Sensory
Eldene Primary SRP KS1,2 – up to 10 places	Even Swindon Primary SRP KS1,2 – up to 15 places plus outreach	Nyland Special School KS1,2 – up to 42 places	Robert Le Kyng Primary SRP KS1,2 – up to 10 places
Millbrook Primary SRP FS,KS1,2 – up to 9 places	Ruskin Junior SRP KS2 – up to 9 places	St Lukes Special School KS3,4 – up to 77 places	Westlea Primary SRP KS1,2 – up to 8 places
Red Oaks Primary SRP KS1,2 - up to 10 places	Kingsdown Secondary SRP KS3,4,5 – up to 15 places		Red Oaks Primary SRP KS1,2 – up to 13 places
The Commonweal Secondary SRP KS3,4,5 – up to 30 places	Lydiard Park Academy Secondary SRP KS3,4, 5 – up to 15 places		The Commonweal Secondary SRP KS3,4,5 – up to 18 places
Brimble Hill Special School EY, KS1,2 – up to 77 places	The Ridgeway Secondary SRP KS3,4,5 – up to 12 places		
Crowdys Hill Special School KS1,2,3,4,5 – up to 178 places plus outreach	Churchward School KS3,4,5 – up to 20 places		
The Chalet Special School EY, KS1,2 – up to 57 places			
Uplands Special School KS3,4,5 – up to 138 places			

Pupils attending Brimble Hill, Uplands, The Chalet & Crowdys Hill schools may have needs crossing all categories.

Advisory Services

Advisory Service for Visual Impairment

Head of Service	Katie Hewlett: Advisory Teacher for Visual Impairment
Staffing	1 FTE Advisory Teacher; 66 Specialist TA hours covered by 3 TA's; 1 ICT Technician 12hrs per week; and 1 Mobility Officer 17.5hrs per week, contracted from Blind Children UK.
Address	Multi Agency Unit, The Learning Campus, Tadpole Lane, Swindon SN25 2NB
Tel No	01793 753040 07786 225894
E-mail	khewlett@swindon.gov.uk
Head teacher / Line Manager	Fiona Clark: Head teacher at Uplands School
Age Range	2 years – 16 /18 years old depending on setting attended

The service provides educational advice and support, to improve inclusive opportunities and educational outcomes for Swindon children and young people who have a visual impairment. Support is provided wherever appropriate in both mainstream and special schools as well as homes and pre-schools.

Criteria for Involvement:

The Service has an open referral system for children and young people of pre-school and school age. Most referrals are from Health professionals. Many people may need to wear glasses or contact lenses to correct their vision to within the normal range. Such children and young people are not considered to have a visual impairment.*

A child or young person who has:

- A corrected visual acuity (when wearing glasses or contact lenses) of 6/18 or worse in their better eye*
- A diagnosed, degenerative eye condition
- A diagnosed, named eye condition that affects, or is likely to affect, their ability to access the curriculum

* If there is very low, or even no, vision in one eye, but the other eye has relatively good vision, this does NOT meet the criteria for involvement.

Further information is available at www.mycaremysupport.co.uk.

Swindon Autism Support Service (SASS)

ASC Advisory and Outreach services for all Swindon schools and settings

Head of Service	Jenny Muirhead: ASC/SCID Lead (Autism Spectrum Conditions and Social Communication and Interaction Difficulties)
Staffing:	2 FTE ASC Advisory and Outreach Teachers 1.5 FTE Schools based Outreach workers
Address	Uplands School, Tadpole Lane, Swindon SN25 2NB
Tel No	ASC admin: 01793 464025 Jenny Muirhead: 07772 441559
E-mail	ASCAdmin@swindon.gov.uk JMuirhead@swindon.gov.uk
Head teacher / Line Manager	Fiona Clark: Head teacher of Uplands School
Age Range	3 years to 19 years

Statement of intent:

“The ASC Advisory and outreach service aims to support schools and other educational settings to develop their capacity to meet the needs of children affected by social communication and interaction difficulty including autism. We work in line with recommendations from the SEN Code of Practice (2015), the SEN Disability Act (2005), and other current legislation.”

Criteria for CYP referral:

To work with children and young people:

- aged between 3 and 19
- who have an identified social communication and interaction need (SCID)/diagnosis of ASC
- with or without a Statement of Special Educational Need or Educational and Health Care Plan.
- who are in their local mainstream primary or secondary school
- who may attend a Special Resource Provision (SRP) for ASC or other special school which provides for CYP with SCID/ASC.
- who are resident in Swindon but may attend alternative educational provisions and/or are being home educated
- who have a statement of SEN and a diagnosis of ASC who are placed in out of ‘Out of Borough’ schools.

Please refer to the Advisory Service for ASC Local Offer for additional information available at www.mycaremysupport.co.uk.

Swindon Hearing Support Team

Senior Advisory Teacher	Jo Coote (interim)
Address	C/O The Dorcan Academy, St Paul's Drive, Swindon SN3 5DA
Tel no	01793 544021
Email	HSTAdmin@swindon.gov.uk
Line Manager	Louise McGinty (SEND Advisor)
Description	Specialist Advisory Teachers of the Deaf
Age Range	0 – 19 (post 19 support dependent on setting)
Current Staffing	4.8 FTE

The Hearing Support Team's (HST) aim is to support and maximise the learning opportunities of children in Swindon with a hearing loss. The team support children and young people in gaining the skills and knowledge they need to live a happy and fulfilling life through and beyond their years in education.

Who are we?

The HST is a team of qualified and highly experienced Specialist Advisory Teachers of the Deaf who support children and young people with hearing related difficulties within the Swindon area.

What we do

The team provides advice, support and where appropriate direct teaching to educational settings, families and other professional agencies who work with children with a hearing loss from pre-school through to college. The team liaise with Audiology and ENT departments in Swindon to ensure appropriate amplification for children and young people and to provide schools and families with information on hearing levels and their effect on children and young people in education. HST also liaise regularly with other agencies (for example Speech & Language Therapy, Physiotherapy, Health Visitors, Paediatricians etc.) to ensure children and families receive a coordinated service where professionals communicate effectively to support families' best interests.

Making a referral

Many referrals to the HST come directly via audiology or ENT when a child is diagnosed with a hearing loss. Referrals from other sources (e.g. schools, other professionals, parents) are accepted where there is a diagnosis of a hearing difficulty from an appropriately qualified professional (e.g. audiologist/ENT consultant). Appropriate referrals will lead to an assessment by the HST and an agreement on the most suitable levels and type of support the service can provide based on NatSIP eligibility Framework 2015.

Further information is available at www.mycaremysupport.co.uk and www.redoaks.org

The Advisory Service for Assistive Technology

Head of Service	Joanne Clarke: Advisory Teacher for Assistive Technology including Augmentative and Alternative Communication (AAC)
Staffing	1 FTE Advisory Teacher
Address	Multi Agency Unit, The Learning Campus, Tadpole Lane, Swindon SN25 2NB
Tel No	01793 753040 07909441704
E-mail	jclarke@swindon.gov.uk
Head teacher / Line Manager	Fiona Clark: Head teacher at Uplands School
Age Range	2 years – 16 /18 years old depending on setting attended

Mission Statement

“Our aim is to improve inclusive opportunities and educational outcomes for children and young people with Special Educational Needs who need Assistive Technology and/or Alternative and Augmentative Communication (AAC).”

Criteria for Involvement

To work with children/young people who require high-tech solutions to support verbal communication:

- 2-19 years depending on setting. Referral is via a speech and language therapist
- With or without a ‘Statement of Special Educational Need’ or ‘Educational, Health and Care Plan’.
- Who live in Swindon Borough and attend a local preschool, mainstream or special school

To work with children/young people who require specialist software, equipment or settings to enable Literacy support, independent recording and/or independent use of computers and tablets:

- 2-19 years depending on setting. Referral should be made by the educational setting.
- With or without a ‘Statement of Special Educational Need’ or ‘Educational, Health and Care Plan’.
- Who live in Swindon and attend a local preschool, mainstream or special school
- It is expected that settings will provide basic word processing solutions, make use of school resources and access general service guidance before referral.

Further information is available at www.mycaremysupport.co.uk.

The Advisory Service for Dyslexia - SpLD

Advisory Teachers	Helen Curtis(0.6) and Sue Kinsler (0.4) Advisory Teachers for Dyslexia –Specific Learning Difficulties
Address	Swindon Dyslexia-SpLD Service, Millbrook Primary School, Worsley Road, Freshbrook, Swindon, SN5 8NU
Tel No	01793 889598
E-mail	helen.curtis@swindon.gov.uk skinsler@swindon.gov.uk
Head teacher / Line Manager	Karen Pyman Head teacher at Millbrook Primary School
Age Range	6 – 19 years

We want our children and young people with SpLD/Dyslexia to be aware of their strengths and the strategies that they need to use to achieve their potential. We encourage them to develop an 'I Can' attitude.

We want our educational establishments to receive and have access to the training, skills, advice and support they require to feel confident and competent in achieving improved outcomes for children and young people with SpLD/Dyslexia.

Criteria for Involvement:

The Advisory Service for SpLD/Dyslexia has an open referral system for children and young people of school age who:

- Have reached the threshold in the SEN graduated approach equivalent to the stage previously designated 'School Action Plus', in the Special Educational Needs (SEN) Code of Practice 2015
- or
- Who have a Statement of Special Educational Need or an Education Health and Care Plan (EHCP)

Referrals

www.swindondyslexia.co.uk

SENCoS use their personalised password to submit a referral via a secure **Portal**. Using the comprehensive User Guide, data is uploaded from the school system. This includes learner strengths (in a variety of settings), progress information and details of the graduated approach, including impact of intervention programmes in order to build a profile of the student's 'learning journey' upon which support can be based. The Portal creates the facility for the Service to work in partnership with schools to monitor pupil progress.

More details at www.mycaremysupport.co.uk

The Advisory Service for Physical Disability

Head of Service	Miss Emma Waters Advisory Teacher for Physical Disability
Address	The Commonweal School The Mall, Old Town, Swindon, SN1 4JE
Tel No	01793 427864 07557681338
E-mail	ewaters@swindon.gov.uk
Head teacher / Line Manager	Bob Linnegar Head teacher of The Commonweal School
Age Range	2 years – 16 /18 years old depending on setting attended

The Service aims to improve provision, support and resources for Swindon Children and Young People who have a Physical Disability or Complex Medical need. Support is available for the student, their family and educational staff. We work in line with recommendations from the SEN Code of Practice (2015), the SEN Disability Act (2005), and other current legislation.

Criteria for Referral:

To work with children/young people who are:

- 2-19yrs who have a physical disability / impairment or complex medical condition
- With or without a 'Statement of Special Educational Need' or 'Educational, Health and Care Plan'
- In their local preschool, mainstream primary or secondary school
- Attending a Special Resource Provision for Physical Disability (SRP PD), such as Robert Le Kyng Primary School, Westlea Primary School and Commonweal Academy

Please refer to the Advisory Service for Physical Disability Local Offer for additional information available at www.mycaremysupport.co.uk.

Special Resourced Provision

Eldene Primary School

Address	Colingsmead, Eldene, Swindon SN3 3TQ
Tel No	01793 525908
E-Mail	head@eldene.swindon.sch.uk
Head teachers	Heather Kellett
DfE Designation	Mainstream primary special resourced provision for children with complex learning & other difficulties
Age Range	7-11 boys and girls
No. of places funded by LA	Up to 10
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Eldene is a mainstream primary school which is resourced to meet the additional needs of up to 10 children who have complex learning and other difficulties and who, without such provision, would be unable to access a mainstream curriculum. Pupils may have a number of additional special needs e.g. speech and language, communication, fine and/or gross motor difficulties. Parents/carers will have indicated a preference for a resourced mainstream school rather than a special school. Pupils have full access to the National Curriculum, which may be modified to meet individual needs. Individual programmes will be in place, which includes individual targets and details of additional therapies/inputs from other agencies. The pupils will spend an appropriate amount of time supported in mainstream classes.

A strong emphasis is placed on good home: school liaison and the positive impact of the inclusion of children with special educational needs on the whole community. A detailed prospectus is available from the school.

Even Swindon Primary School

Address	Pasture Close, Raybrook Park, Swindon. SN2 2UJ
Tel No	01793 523041
E-Mail	admin@evenswindon.co.uk
Head teacher	Alison Lowe
DfE Designation	Mainstream special resourced provision for children with significant / severe speech and language / communication difficulties
Age Range	4-11 boys and girls
No. of places funded by LA	Up to 15 plus outreach
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Even Swindon is a mainstream primary school. The school is resourced to meet the additional needs of up to 15 children who have a severe delay or impairment in the development of language and who without such provision would be unable to access a mainstream curriculum. Pupils have full access to the National Curriculum, which may be modified to meet individual need. Individual programmes will be in place, which include individual targets and details of appropriate speech and language therapy. The school also operates an outreach service to support children in their local Swindon primary schools.

A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community. A detailed prospectus is available from the school.

The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will have a speech and language therapy assessment, which identifies severe delay or impairment in language development.
- Pupils will have a statement of special educational needs/Education Health and Care Plan setting out speech and language development as the priority special educational need.
- Pupils may be placed in the provision whilst undergoing a statutory assessment where evidence from health assessments indicates a significant concern.
- The primary area of special educational need will always be language impairment and its resulting communication difficulties. Other areas of special educational need e.g. social, emotional and behavioural difficulties may make these more complex. However those needs will not be the primary concern.
- Children will demonstrate the potential to be included in the mainstream and access the school curriculum with modification as appropriate. They will not have severe or profound learning difficulties/global delay or developmental needs normally met in special school provision.

Where English is the second language, the child must have an identified speech, language or communication difficulty in their first language.

Outreach

Even Swindon Special Resource Provision offers the following pathway for Outreach to support practitioners with SLCN practice:

Actions	Expected/Intended Outcomes
Step 1 Telephone discussion between Outreach teacher and SENCo.	Initial actions identified and exchange of information, e.g. name of speech and language therapist, suitability of Outreach support, parental agreement, etc.
Step 2 Allocated Outreach team member contacts child's speech and language therapist	Therapist's view/advice about suitable Outreach support for setting. Exchange of information/history. Areas of concern/ appropriate level of Outreach support identified. Advice and interventions suggested as appropriate to the child's needs and setting.
Step 3 Visits to setting Outreach Practitioner visits to the setting	Observe child, discuss concerns with supporting staff, identification of focus areas. Level of Outreach support discussed. Number of planned visits confirmed. (Maximum 4.) Follow-up visits – Advice and interventions suggested as appropriate to the child's needs and setting. Specialist TAs to model/suggest strategies and resources.
Last Visit: Review	Identify exit point/possible future contact.

The following is also offered:

Visits to the Signal Box	
Training Afternoons	For staff to have the necessary skills and knowledge to help children develop SLCM skills. To share practice. To meet other practitioners supporting children with SLCM needs
Observation Visits to the SRP	An increase in confidence and ability of practitioners to help children with SLCN. To increase awareness of strategies/resources. To discuss concerns/targets with other TAs supporting SLCN.
Longer Term Support Possibilities	
Inreach for Pupil	For practitioners to observe and evaluate the pupil's reactions to SLCN interventions available at the unit. For child to work with children with similar profiles.
Outreach Admin	
Records	Records or prepare reports concerning visits with pupils to share with school, parents SLTs and other agencies. Preparation of resources.
Team Meetings / Feedback	To share information/progress. To plan further support dates/times/length of Outreach work, and the roles of all concerned, including setting and Outreach team.

Kingsdown School

Address	Hyde Road, Stratton St Margaret, Swindon. SN2 7SH
Tel No	01793 822284
E-Mail	head@kingsdownschool.co.uk
Head teacher	Emma Leigh-Bennett
DfE Designation	Mainstream special resourced provision for children with Autistic Spectrum Condition (ASC)
Age Range	11 to 19 boys and girls
No. of places funded by LA	Up to 15
Most Recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Kingsdown School is a mainstream secondary school and sixth form college, which is resourced to meet the additional needs of up to 15 students who have a diagnosis of Autistic Spectrum Condition. Without such provision, they would be unable to access a mainstream curriculum. Pupils have full access to the National Curriculum, which may be modified to meet individual need. Individual programmes are put in place, which include specific targets for both academic and social development, and details of any additional therapies/inputs from other agencies. Centre staff are specially trained in supporting both boys and girls with ASC. A strong emphasis is placed on home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community. Students are supported from the pre-admission stage, right through to their post-16 destinations. A detailed prospectus is available from the school.

The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will be in KS3, 4 or 5 and will have a diagnosis of Autistic Spectrum Condition. They will have a statement of SEN/Education, Health and Care Plan describing this need.
- Pupils may also have associated special educational needs although they will be able to access the mainstream curriculum with appropriate support.
- Pupils' behaviour will be manageable in a mainstream setting with appropriate support.

Ofsted, Spring 2016:

'Teaching for pupils [...] in the ASC centre, is effective. Well-trained and deployed teaching assistants contribute well to pupils' learning in lessons. As a result, the achievement of these pupils is good.'

Swindon Local Authority, January 2016:

'Learners are making good and outstanding progress in their learning and social skills and are well prepared to follow post 16 courses at local colleges.'

Lydiard Park Academy

Address	Grange Park Way, Grange Park, Swindon. SN5 6HN
Tel No	01793 874224
E-Mail	principal@lydiardparkacademy.org.uk
Head teacher	Clive Zimmerman
DfE Designation	Mainstream special resourced provision for children with Autistic Spectrum Condition (ASC)
Age Range	11 to 19 boys and girls
No. of places funded by LA	Up to 15
Most Recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Lydiard Park Academy is a mainstream secondary school and sixth form college, which is resourced to meet the additional needs of up to 15 students who have a diagnosis of Autistic Spectrum Condition. Without such provision, they would be unable to access a mainstream curriculum. Pupils have full access to the National Curriculum, which may be modified to meet individual need. Individual programmes will be in place, which will include specific targets and details of any additional therapies/inputs from other agencies. A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community. A detailed prospectus is available from the school.

The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will be in KS3, 4 or 5 and will have a diagnosis of Autistic Spectrum Condition. They will have a statement of SEN describing this need
- Pupils may also have associated special educational needs although they will be able to access the mainstream curriculum with appropriate support
- Pupils' behaviour will be manageable in a mainstream setting with appropriate support

Millbrook Primary School

Address	Worsley Road, Freshbrook, Swindon SN5 8NU
Tel No	01793 872800
E-Mail	head@millbrook.swindon.sch.uk
Head teacher	Karen Pyman
DfE Designation	Mainstream primary special resourced provision for children with complex learning and other difficulties
Age Range	4-11 boys and girls
No. of places funded by LA	Up to 9
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Millbrook is a mainstream primary school which is resourced to meet the additional needs of up to 9 children who have complex learning needs and who, without such provision would be unable to access a mainstream curriculum. Pupils may have a number of additional special needs such as; speech and language, communication difficulties, developmental delay, cognitive impairment, fine and/or gross motor difficulties.

Parents/carers will have indicated a strong preference for a resourced mainstream school rather than a special school. Pupils have access to the National Curriculum, which may be modified to meet individual needs. Individual programmes will be in place, which include individual targets and details of additional therapies/inputs from other agencies. Pupils will spend time in both the SRP and in mainstream classes, supported by a team of specialist and experienced teaching assistants. The amount of time in each setting will be dependent upon individual needs, however, the expectation is that children are able to spend at least 3 afternoons in a mainstream class.

A strong emphasis is placed on good home: school liaison and the positive impact of the inclusion of children with special educational needs on the whole community. A detailed prospectus is available from the school.

Red Oaks Primary School

Address	Redhouse Way, Swindon, SN25 2AN
Tel No	01793 493920
E-Mail	head@redoaks.swindon.sch.uk
Head teacher	Rachel Surch
DfE Designation	Mainstream primary special resourced provision for children with complex learning and other difficulties
Age Range	5 – 11 boys and girls
No. of places funded by LA	Up to 10
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Red Oaks is a mainstream primary school which is resourced to meet the additional needs of 10 children who have complex learning and additional needs and who, without such provision, would be unable to access a mainstream curriculum. Pupils may have a number of additional special needs e.g. speech and language, communication, fine and/or gross motor difficulties. Parents/carers will have indicated a preference for a resourced mainstream school rather than a special school. These pupils do not have profound, multiple and/or severe learning difficulties.

Pupils will have full access to the National Curriculum, which may be modified to meet individual needs. Individual programmes will be in place, which include individual targets and details of additional therapies/inputs from other agencies. The school has developed strong links, in terms of curriculum, resources and facilities for individual pupils, with Brimble Hill School, a co-located special school.

A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community.

The referral of learners to the Special Resource Provision

The Authority will identify pupils to be admitted to the Special Resource Provision. The following criteria will be used to determine if a pupil is to be referred:

- Pupils will be in FS2 KS1 or 2
- They will have an Education Health and Care Plan or Statement of Special Educational Needs describing their complex learning and additional needs.
- The learners should be able to access 50% of the mainstream curriculum or provision with appropriate support.

Red Oaks Primary School

Address	Redhouse Way, Swindon, SN25 2AN
Tel No	01793 493920
E-Mail	head@redoaks.swindon.sch.uk
Head teacher	Rachel Surch
DfE Designation	Mainstream primary special resourced provision for children who are deaf or have profound hearing loss
Age Range	5 – 11 boys and girls
No. of places funded by LA	Up to 11
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Red Oaks is a mainstream primary school which is resourced to meet the additional needs of up to 11 children who are deaf or a profound hearing loss and who, without such provision, would be unable to access a mainstream curriculum. The pupils will spend a significant amount of time supported in mainstream classes. A strong emphasis is placed on good home: school liaison and the positive impact of the inclusion of children with special educational needs on the whole community.

Pupils are able to benefit by being members of a mainstream school with access to hearing peers and at the same time can be educated within a sustainable deaf community in order to promote healthy social and emotional development and foster skilled sign language usage. Pupils have full access to the National Curriculum, which may be modified to meet individual needs. Individual programmes will be in place, which includes individual targets and details of additional therapies e.g. speech and language therapy.

The following criteria will be used to determine if a pupil is to be referred to the school. Each pupil:

- must have a statement of SEN/Education, Health and Care Plan which describes a severe to profound, bilateral, sensory-neural hearing loss
- will need access to learning supported by the prescription of hearing aid equipment, which may include cochlea implants
- will require additional systems to support all aspects of communications e.g. British Sign Language, Total Communication, Lip Speaker or Note Taker
- will have a significant receptive/expressive language delay
- will have parents/carers who have expressed a desire for their child/young person to be educated within a deaf peer group
- will need enhanced acoustic conditions to be provided, outside those normally available in a mainstream school, for small group/individual work to enable effective curriculum access

Robert Le Kyng Primary School

Address	Westcott Street, Swindon, SN1 5HS
Tel No	01793 523119
E-Mail	admin@robertlekyng.swindon.sch.uk
Head teacher	Susan Smith
DfE Designation	Mainstream primary special resourced for children with a physical disability
Age Range	4-11 boys and girls
No. of places funded by LA	Up to 10
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Robert Le Kyng Primary School is a mainstream primary school resourced to meet the additional needs of up to 10 children who have a physical disability who, without such provision, would be unable to access a mainstream curriculum. Entry to the provision is discussed with the LA on an individual pupil basis to ensure levels of staffing are appropriate. Pupils have full access to the National Curriculum, which may be modified to meet individual needs. Individual programmes will be in place for each pupil, which include specific targets and therapeutic inputs e.g., physiotherapy, occupational therapy, speech and language therapy, medical needs programme. A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community. More information about the school can be found on our school website, www.robertlekyng.co.uk.

The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will have a statement of special educational needs/Education, Health and Care Plan, which identifies a moderate to severe physical disability, or medical need such that their needs could not be met in their local school. Regular therapy or complex medical procedures and/or Alternative and Augmentative Communication Systems are necessary. In rare cases, the LA may place a pupil on a trial basis while appropriate assessment is undertaken
- Pupils may also have associated learning and/or communication and/or emotional difficulties, but these will be less severe and profound than for those pupils identified by the LA as needing a placement within a special school, which makes provision for children with severe and profound learning difficulties. The needs of the pupils must be able to be met within an integrated school day
- Pupils will have the potential for full inclusion into a mainstream classroom with teaching assistant and teacher support
- Pupils are able to access a differentiated curriculum with specialist support

The phase transfer review will be held in Year 5. This will be a key planning stage in ensuring smooth transition to secondary school.

Ruskin Junior School

Address	Wordsworth Drive, Upper Stratton, Swindon SN2 7NG
Tel No	01793 332107
E-Mail	head@ruskin-jun.swindon.sch.uk
Head teacher	Andrew Beadnell
DfE Designation	Mainstream junior special resourced provision for children with Autistic Spectrum Condition (ASC) or related social, communication and interaction difficulties.
Age Range	7-11 boys and girls
No. of places funded by LA	Up to 9 with additional pupils by arrangement with Local Authority
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Ruskin School is a mainstream junior school, which is resourced to meet the additional needs of up to 9 children who have a diagnosis of Autistic Spectrum Condition or related social, communication and interaction difficulties. Without such provision, they would be unable to access a mainstream curriculum. Pupils have full access to the National Curriculum, which may be modified to meet individual need. Individual programmes will be in place, which will include specific targets and details of any additional therapies/inputs from other agencies. A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community. A detailed prospectus is available from the school.

The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will be in KS2 and will have a diagnosis of Autistic Spectrum Condition or be referred for assessment. They will have a statement of SEN describing this need, but may be undergoing statutory assessment
- Pupils may also have associated special educational needs but these will be less complex and severe than for those pupils identified by the LA as having severe learning difficulties
- The pupils will need access to a mainstream curriculum with specialist support
- The pupils' behaviour will be manageable in a mainstream setting with appropriate support

The Commonweal School

Address	The Mall, Old Town, Swindon, SN1 4JE
Tel No	01793 612727
E-Mail	head@commonweal.co.uk
Head teacher	Bob Linnegar
DfE Designation	Mainstream special resourced for young people with a physical disability
Age Range	11-19 boys and girls
No. of places funded by LA	Up to 19
Most Recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The Commonweal School is a mainstream secondary school and sixth form college resourced to meet the additional needs of up to 19 children who have a physical disability who, without such provision, would be unable to access a mainstream curriculum. Pupils have full access to the National Curriculum, which may be modified to meet individual needs. Individual programmes will be in place for each physically disabled pupil, which include specific targets, therapeutic, inputs e.g. physiotherapy, occupational therapy, speech and language therapy and medical needs programme. A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community. A detailed prospectus is available from the school.

The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will have a statement of special educational needs/Education, Health and Care Plan, which identifies a moderate to severe physical disability, or medical need such that their needs could not be met in their local school. Regular therapy or complex medical procedures and/or Alternative Augmentative Communication Systems are necessary. In rare cases, the LA may place a pupil on a trial basis while appropriate assessment is undertaken
- Pupils may also have associated learning and/or communication/emotional difficulties, but these will be less severe and profound than for those pupils identified by the LA as needing a placement within a special school, which makes provision for children with severe learning difficulties. The needs of the pupils must be able to be met within an integrated school day
- Pupils will have the potential for full inclusion into a mainstream classroom with teaching assistant and teacher support

The Commonweal School

Address	The Mall, Old Town, Swindon, SN1 4JE
Tel No	01793 612727
E-Mail	head@commonweal.co.uk
Head teacher	Bob Linnegar
DfE Designation	Mainstream special resourced provision for children who have severe specific learning difficulties
Age Range	11-19 boys and girls
No. of places funded by LA	Up to 30
Most Recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The Commonweal School is a mainstream secondary school and sixth form college, which is resourced to meet the additional needs of up to 30 pupils who have severe specific learning difficulties and who, without such provision, would be unable to access a mainstream curriculum. Pupils have full access to the National Curriculum, which may be modified to meet individual need. Individual programmes will be in place, which will include specific targets. In rare cases a pupil may be disapplied from part of the National Curriculum. A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of young people with special educational needs on the whole school community. A detailed prospectus is available from the school.

The following criteria will be used to determine if a pupil is to be referred to the school:

- They will have a statement of SEN/Education, Health and Care Plan describing specific learning difficulties or be under assessment
- Pupils with Specific Learning Difficulties will have an uneven learning profile showing significant discrepancy between levels of abilities and skills

In addition to their severe and persistent literacy/numeracy difficulties, there may be additional difficulties in the following areas:

- Working memory
- Phonological awareness
- Motor skills
- Oral language fluency (e.g. articulation, word retrieval)
- Speed of information processing
- Learning behaviour (e.g. concentration span)
- Visual perception
- Organisational skills

There may also be related emotional/behavioural difficulties.

The Ridgeway School and Sixth Form College

Address	Inverary Road, Wroughton, Swindon, SN4 9DJ
Tel No	01793 846100
E-Mail	povoasj@ridgewayschool.com
Head teacher	James Povoas
DfE Designation	Mainstream special resourced provision for children with Autistic Spectrum Condition (ASC)
Age Range	11-19 boys and girls
No. of places funded by LA	Up to 20
Most Recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The Ridgeway School is a mainstream secondary school and sixth form college, which is resourced to meet the additional needs of up to 20 students who have a diagnosis of Autistic Spectrum Condition. Without such provision, they would be unable to access a mainstream curriculum. Pupils have full access to the National Curriculum, which may be modified to meet individual need. Individual programmes will be in place, which will include specific targets and details of any additional therapies/inputs from other agencies. A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community. A detailed prospectus is available from the school.

The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will be in KS3, 4 or 5 and will have a diagnosis of Autistic Spectrum Condition. They will have a statement of SEN describing this need
- Pupils may also have associated special educational needs although they will be able to access the mainstream curriculum with appropriate support
- Pupils' behaviour will be manageable in a mainstream setting with appropriate support

Westlea Primary School

Address	Langstone Way, Westlea, Swindon, SN5 7BT
Tel No	01793 870469
E-Mail	head@westlea.swindon.sch.uk
Head teacher	Rose Carberry
DfE Designation	Mainstream primary special resourced for children with a physical disability
Age Range	4-11 boys and girls
No. of places funded by LA	Up to 8
Most Recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

Westlea Primary School is a mainstream primary school resourced to meet the additional needs of up to 8 children who have a physical disability who, without such provision, would be unable to access a mainstream curriculum. Entry to the provision is discussed with the LA on an individual pupil basis to ensure levels of staffing are appropriate. Pupils have full access to the National Curriculum, which may be modified to meet individual needs. Individual programmes will be in place for each physically disabled pupil, which include specific targets, and therapeutic inputs e.g. physiotherapy, occupational therapy, speech and language therapy, and medical needs programme. A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community. A detailed prospectus is available from the school.

The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will have a statement of special educational needs/Education, Health and Care Plan, which identifies a moderate to severe physical disability, or medical need such that their needs could not be met in their local school. Regular therapy or complex medical procedures and/or Alternative Augmentative Communication Systems are necessary. In rare cases, the LA may place a pupil on a trial basis while appropriate assessment is undertaken
- Pupils may also have associated learning and/or communication and/or emotional difficulties, but these will be less severe and profound than for those pupils identified by the LA as needing a placement within a special school, which makes provision with severe and profound learning difficulties. The needs of the pupils must be able to be met within an integrated school day
- Pupils will be included in a mainstream classroom with teaching assistant and teacher support as appropriate to their individual difficulties
- Pupils will have the potential for full inclusion into a mainstream classroom with teaching assistant and teacher support
- Pupils will have access to a differentiated curriculum with specialist support as necessary
- Pupils will benefit socially and emotionally from being part of an environment where

there are other children with similar physical and other difficulties

The phase transfer review will be held in Year 5. This will be a key planning stage in ensuring smooth transition to secondary school.

Special Schools

Brimble Hill School

Address	Tadpole Lane, Redhouse, Swindon SN25 2NB
Tel No	01793 493900
E-Mail	head@brimblehill.swindon.sch.uk
Head teacher	Alison Paul
DfE Designation	Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties
Age Range	2-11 boys and girls
No. of places funded by LA	Up to 77
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The following criteria will be used to determine if a pupil is to be referred to this special school and the pupils must meet all these criteria. Each pupil must:

- have a statement of SEN/Education Health and Care Plan or be under statutory assessment
- have profound, multiple and/or severe learning difficulties and may have other difficulties including social, communication and interaction difficulties, medical difficulties and physical disabilities
- be aged from aged 2 to 11 years i.e. up to Year 6
- have needs that cannot be met at the stage of referral by a full time placement in a mainstream school
- be placed after full consultation with parents

Pupils have a full entitlement to the National Curriculum, which is modified to meet individual needs. Individual learning programmes may include required therapies e.g. speech and language, occupational or physiotherapy. Pupils will also have access to Alternative Augmentative Communication Systems and technology to support learning as appropriate. A strong emphasis is placed on home school liaison. Detailed information about the school can be found on the school website www.brimblehill.swindon.sch.uk.

The school has 10 classes and pupils are group according to their learning style and age. The school has an early year's nursery provision, classes for pupils with social communication difficulties associated with learning difficulties, Profound and multiple learning difficulties and severe learning difficulties.

Churchward School

Address	Unite 4 Bagbury Park, Lydiard Millicent, Swindon, SN5 3LW
Tel No	01793 286633
E-Mail	ddearsley@churchwardschool.org.uk
Head teacher	David Dearsley
DfE Designation	Autistic Spectrum Condition (ASC) and/or Social Communication Interaction Difficulties (SCID)
Age Range	11-19 boys and girls
No. of places funded by LA	20 (rising to 75 by 2010)
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The following criteria will be used to determine if a pupil is to be referred to this special school and the pupils must meet all these criteria. Each pupil must:

- have a statement of SEN/Education Health and Care Plan or be under statutory assessment
- have difficulties associated with social, communication and interaction, including those on ASC spectrum
- be aged from aged 11 to 19 years
- have needs that cannot be met at the stage of referral by a full time placement in a mainstream school
- be placed after full consultation with parents

Churchward School has a culture of inclusion, innovation and aspiration, putting students and their families first, enabling us to help them achieve success. By recognising their strengths, young people with communication challenges will receive a motivating personalised curriculum; enabling them to make far greater progress than is currently expected.

Churchward School equips students with the skills to enable them to build and maintain social relationships and therefore make a positive contribution to society. Students will feel enabled to actively engage in their learning and feel safe at the school. They will develop the skills to manage their sensory needs and reduce anxiety enabling them to understand the world around them and to maximise their capacity to achieve success.

Churchward School recognises and acknowledges the social inclusion challenges that our students and their families face. We aim to improve social skills and self-esteem so that ASC learners can look to the future with confidence. We promote social understanding through all we model and teach and as a result our students will develop a greater range of social skills. Therefore our learners will gain the skills to help them transition successfully into adulthood.

Crowdys Hill School

Address	Jefferies Avenue, Swindon, SN2 7HJ
Tel No	01793 332400
E-Mail	head@crowdyshill.swindon.sch.uk
Head teacher	Mags Clarke
DfE Designation	Complex Learning and Other Difficulties
Age Range	4 -19 boys and girls
No. of places funded by LA	Up to 214 (36 Primary, 128 Secondary, 50 Post 16)
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The following criteria will be used to determine if a student is to be referred to this special school and the students must meet all these criteria. Each student must:

- have a statement of SEN/Education Health and Care Plan or be under statutory assessment
- have difficulties in accessing the mainstream curriculum as a result of their complex SEN. Difficulties will include those associated with social, communication and interaction, including those on ASC spectrum, and those with sensory and medical needs. On entry students will not have profound and multiple learning difficulties or behaviour, emotional and social difficulties as their primary need
- be aged from aged 11 to 16 years i.e. from Year 7 to Year 11
- have needs that cannot be met at the stage of referral by a full time placement in a mainstream school
- be placed after full consultation with parents

Here at Crowdys Hill School we:

- Are passionate about preparing our students for the next stage of their lives, ensuring they develop the skills, resilience, ambition and self-esteem needed to live enriched and fulfilled lives.
- Have a purpose-built environment, including a large on-site farm and a brand new Independent Living Skills Centre.
- Offer the security of a continuum of provision from 4 to 19 years old
- Are a happy and welcoming family, where every child is valued, every child is included and every achievement is celebrated
- Offer a broad, innovative and personalised curriculum, focussing on our three core pathways:

- Core and Functional skills
 - My Future, My World – our life skills and knowledge programme
 - Vocational and Topic based learning
-
- Have well-qualified and highly experienced staff who offer exceptional pastoral and academic support to all our children and young people.
 - Place a very strong emphasis on regular and effective home/school liaison to ensure that all stakeholders have an active part to play in the education of our children.
 - Have close and effective partnerships with the widest range of local and national organisations to ensure that we meet the complex needs of those on our roll

Nyland Campus

Address	Nyland Road, Nythe, Swindon. SN3 3RD
Tel No	01793 535023
E-Mail	head@nyland-pri.swindon.sch.uk
Head teacher	Tamsyn Van Der Meulen
DfE Designation	Social, Emotional and Mental Health Issues
Age Range	5-11 primary boys and girls
No. of places funded by LA	Up to 42 SEMH places, plus outreach support.
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The following criteria will be used to determine if a pupil is to be referred to Nyland School and the pupils must meet all these criteria. Each pupil must:

- have severe and complex social, emotional and mental health difficulties. Many pupils will have associated other learning difficulties
- be in Key Stage 1 or 2
- have needs that cannot be met at the stage of referral by a full time placement in a mainstream school
- be placed after full consultation with parents

The current mainstream school will have been engaged with Nyland Campus Outreach provision.

- Pupils have an entitlement to the full National Curriculum, which is modified to meet individual need. Each pupil will have an individual behaviour programme and a positive handling plan
- All children will work towards specified academic and SEMH targets
- Where appropriate progress is made, the school will, through the Annual Review Process, recommend the LA to consider a phased re-integration to a mainstream school or the SRP at Mountford Manor
- Decisions on 3 day 2 day placements will always be made through SENRAP and be time limited
- A strong emphasis is placed on home/school liaison

St Luke's School

Address	Cricklade Road, Swindon, SN2 7AS
Tel No	01793 705566
E-Mail	head@stlukes.swindon.sch.uk
Head teacher	Caroline Down
DfE Designation	Social, Emotional and Mental Health
Age Range	11-16 secondary boys and girls
No. of places funded by LA	Up to 77
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The following criteria will be used to determine if a pupil is to be referred to a special school and the pupils must meet all these criteria. Each pupil must:

- have a statement of SEN/Education, Health and Care Plan or be under statutory assessment
- have severe and complex social, emotional and mental health difficulties and some associated learning difficulties
- be aged from aged 11 to 16 years i.e. from Year 7 to Year 11
- have needs that cannot be met at the stage of referral by a full time placement in a mainstream school
- be placed after full consultation with parents

Pupils may have additional learning and other difficulties. However, the main presenting problem will be their social, emotional and mental health difficulties.

Pupils have an entitlement to the full National Curriculum, which is modified to meet individual needs. Each pupil will have an individual behaviour programme and work towards specified targets. At KS4 pupils may benefit from attending college courses/work experience or community service.

Where appropriate progress is made, the school will, through the Annual Review process, recommend the LA to consider a phased re-integration to a mainstream school. A strong emphasis is placed on home: school liaison. A detailed prospectus is available from the school.

The Chalet School

Address	Liden Drive, Swindon, SN3 6EX
Tel No	01793 534537
E-Mail	head@chalet.swindon.sch.uk
Head teacher	Helena Knight (Interim head teacher)
DfE Designation	Complex Learning Difficulties including children with Autistic Spectrum Condition
Age Range	3-11
No. of places funded by LA	Up to 57
Most recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The following criteria will be used to determine if a pupil is to be referred to this special school and the pupils must meet all these criteria. Each pupil must:

- have a statement of SEN/Education, Health and Care Plan or be under statutory assessment
- have complex SEN which may include social, communication and interaction difficulties although not severe learning difficulties
- be aged from 3 to 11 years i.e. up to Year 6
- have needs that cannot be met at the stage of referral by a full time placement in a mainstream school
- be placed after full consultation with parents

Pupils have full entitlement to the National Curriculum. All schemes of work are differentiated and modified to take account of pupils' learning needs, with the emphasis on key skills for life.

A strong emphasis is placed on home: school liaison. A detailed prospectus is available from the school.

Amongst other prestigious awards the school has gained Autism Accreditation, awarded by the National Autistic Society.

Uplands School

Address	The Learning Campus, Tadpole Lane, Swindon, SN25 2NB
Tel No	01793 493910
E-Mail	fclark@uplands.swindon.sch.uk
Head teacher	Fiona Clark
DfE Designation	Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)
Age Range	11-19 boys and girls
No. of places funded by LA	Up to 138
Most Recent Ofsted Inspection	Ofsted website for full reports: www.ofsted.gov.uk

The following criteria will be used to determine if a pupil is to be referred to this special school and the pupils must meet all these criteria. Each pupil must:

- have a statement of SEN/Education, Health and Care Plan or be under statutory assessment
- have learning difficulties
- have one or more of the following: Profound & Multiple Needs, Autistic Spectrum Condition, sensory impairment, medical needs, physical impairment, significant communication difficulties and behaviour, emotional and social difficulties
- be aged from age 11 to 19 years i.e. from Year 7 to Year 14
- have needs that cannot be met at the stage of referral by a full time placement in a mainstream school
- be placed after full consultation with parents

Uplands Students and their families can expect:

- A vibrant and caring community where independent life and learning skills are developed to ensure students reach their potential
- Innovative and stimulating learning experiences and opportunities
- A truly inclusive school where all contributions are celebrated and valued
- Effective communication to be at the heart of all we do
- Exceptional care, support and guidance in a safe and nurturing community
- A unique and flexible curriculum, designed to maximise student engagement and progress
- To be supported and young people enabled to contribute to their own lives and their community
- Excellent partnerships and transitions during their learning journey into adult life
- Exceptional staff to student ratios with highly experienced specialist staff

A detailed prospectus and supporting DVD is available from the school.

This information is available on the internet at www.mycaremysupport.co.uk

It can also be produced in a range of languages and formats (such as large print, Braille or other accessible formats) by contacting the Customer Services Department:

Tel: 01793 445500

Fax: 01793 463331

E-mail: customerservices@swindon.gov.uk