

# Tottington High School

## SEND Information Report 2021-2022

### School Mission Statement

“We pledge, through respectful relationships, to ensure all members of our community are supported in taking responsibility for their own learning, to become ‘well-rounded’ and caring individuals, with skills, attributes, qualifications and experiences to prepare them for their and our futures.”

*“Excellence through Partnership”*

## **Children and Families Act 2014**

### **Special Educational Needs and Disability – The Local Offer**

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document taken from Bury Council, Children Services framework and sets out the Local Offer at Tottington High School.

#### **1. The kinds of special educational needs for which provision is made at the school**

All children in school receive quality first teaching, this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children may present with difficulties in accessing learning, and may need provision that is additional to and different from the whole class differentiated teaching approach, in order for them to access the learning and make progress. This may mean they have a Special Educational Need or Disability (SEND) which are categorised into four areas according to the 'Code of Practice':

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and Physical

In the table below you can see 3 waves within school and how all four areas of need are addressed:

	<b>Cognition and Learning</b>	<b>Communication &amp; Interaction</b>	<b>Social, Mental and Emotional Health</b>	<b>Sensory and/or Physical Needs</b>
<b>Wave 1</b> Quality First Teaching	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Use of writing frames/graphic organisers Access to ICT Progress reports Target setting Homework clubs SMHW	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words Increased visual aids / modelling etc Use of symbols Structured school and class routines	Form Tutor Whole school behaviour policy Whole school / class rules Whole school/ Class reward and sanctions systems Behaviour Provision maps to support individual students Active Learning approaches	Flexible teaching arrangements Staff aware of implications of physical impairment /medical needs -refer to Care plans Risk Assessments Schools Equality and

	Exam Booster classes Revision classes	Environmental clues ( eg signs, location systems, picture/object exchange)	Access to Realistic choices Yr9,10,11 Enrichment sessions during lunch and extended schools programme Personal Development	Access Scheme Medical Information
<b>Wave 2</b> Wave 1 plus additional time-limited, tailored intervention support programmes	In class TA support- targeted catch up or adapted programmes IDL Literacy and Numeracy Accelerated reader. Educational Psychology Service input/assessments	TA in class support with focus on supporting speech and language & Communication skills Coloured coded timetables Overlays, coloured paper, coloured exercise books. Barrington Stokes reading books.	Thrive Support area in school. Social Skills programme. Pastoral Team. Secondary inclusion partnership team. On Call - restorative practice/isolation. Support during unstructured times Lunch time sports clubs. Involvement of EWO. Access to Realistic choices. Safe Guarding Officer. LAC – PEP meetings.	Keyboard skills training Additional fine motor skills practice- Handwriting programme In class support access to resources and safety Modified papers – VI
	<b>Cognition and Learning</b>	<b>Communication &amp; Interaction</b>	<b>Social, Mental and Emotional Health</b>	<b>Sensory and/or Physical Needs</b>
<b>Wave 3</b> <b>Wave 1 plus increasingly individualised programmes based on independent evidence of what works</b>	In class TA support Intervention programmes- SENCO intervention/QFT IDL/Maths and English catch up. Read Phonics programme. Literacy lessons. Exam concessions Access Arrangements Access to Realistic Choices Annual Review and Reporting, APDR	In class TA support Speech and Language support from Bury SALT, followed up in school HLTA/SENCO Advice/ Input from Bury Communication Difficulties Team Access to Realistic Choices Annual Review and Reporting, APDR.	In class TA support- Pastoral Team Behaviour mentor A.Islap. Individual counselling Individual reward system Social skills training Boxall Profiles- SENCO Goodmans S&D questionnaires Talkabout	In class TA support School Nurse Specialist teachers in Bury for VI/HI/Physical needs Specialist equipment to suit child's needs. Motor skills sessions SEND sports clubs

	Link worker from LA SEND team.	Alternative provision Key workers	Safeguarding Officer On site Attendance officer Access to Realistic Choices CAMHS Annual Review and Reporting Anger management, mindfulness. Personal health and hygiene. APDR Alternative provision Mental Health first aid trained staff. Thrive Support. HYM Streetwise Early Break	Annual Review and Reporting, APDR Sensory diets.
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## **2. Information about the school's policies for the identification and assessment of pupils with special educational needs (mainstream schools)**

Information about students is gathered in a wide variety of different methods including;

KS2 Results, Baseline Assessments, WRAT scores, YARC scores, NGRT scores, CATs

Primary School reports, visits and teacher input

Boxall Profile

Parental meetings and discussion with primary staff as part of the transition process.  
Involvement in transition summer school

On-going assessment throughout the students' tutor review at Tottington High School.  
Data used to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as expected.

Observations/Interaction with pupils- mentors/counsellors/teachers/non-teaching staff/outside agencies

Social Services/CYPIC team/CAF meetings

Annual review meetings

## **3. Information about the school's policies for making provision for pupils with special educational needs**

**For pupils with special educational needs:**

- **How the school evaluates the effectiveness of provision**
- **The school's arrangements for assessing and reviewing the progress of pupils**
- **The school's approach to teaching pupils**
- **How the school adapts the curriculum and learning environment**
- **Additional support for learning that is available to pupils**
- **How the school enables pupils to engage in activities together with children who do not have special educational needs**
- **Support that is available for improving emotional, mental and social development of pupils**

Tottington High School has a child centred inclusive approach to education. The school is committed to ensuring all students receive a high quality education and realise their academic potential regardless of any challenges they may face. Students with SEN are educated in the class room as part of this inclusive strategy, but will receive intervention and support on a personalised and individual level.

Education, Health Care Plan (EHCP) students receive the necessary support as set out in their statement. They have a personalised support programme with focus on their specific needs. This can be through in class support, one to one with a specialist teacher, IDL literacy and numeracy interventions, Self esteem and resilience building workshops, Accelerated reader scheme, typing/handwriting target group, SCLN workshops, Personalised reading schemes, homework club, social skills communication group, anger management, strategies to resolve conflict, behaviour management, emotions coaching, mentoring and use of outside agencies. These support programmes are used for other non-EHCP, additional needs students and are offered on a personalised need level.

The support programme is overseen by the Assistant Headteacher for Inclusion & Special Educational Needs Co-ordinator (SENCO) **Mrs Joanne Foster**, with specific responsibility to the Senior Leadership Team for the various programmes. Student's progress and attainment are regularly monitored and reviewed with support being given at faculty and whole school levels dependent upon the need of each student.

A wide range of assessment tools are used at Tottington High School including WRAT, YARC, MALT Mathematics Test, Lucid Rapid dyslexia screening, and NGRT Reading Test. Students' progress is shared through a variety of methods: both whole school, subject and through Curriculum Support. Students with an EHCP have a formal annual review during the school year. The SENCO has regular contact with parents for those with EHCPs and Provision Maps for SEN children.

Students undergo diagnostic testing in numeracy, literacy, spelling and reading on entry. From these tests and with other data from Key Stage 2 tests and teacher levels students are given support where necessary using a wide variety of support programmes which may involve being withdrawn from lessons. This is done in liaison with parents and will only occur with their understanding. Some of the more vulnerable students will receive support in developing the skills they need through Thrive support and also with small group intervention. Specialist teaching in small groups or individually for SEN students is also used but on an individual needs basis. SEN students all receive support with parents for option choices to ensure they make the right decision for them. Equally, students with

additional needs will be identified for additional careers guidance and transition to possible further education, employment or training.

Every child has an important role to play in the school community and staff work to remove any barriers that may stop them fulfilling their potential. Where ever possible students with SEN are in mainstream lessons. There has been a significant focus on training for differentiation. The Curriculum Support team works with faculties to ensure that work is appropriate for the individual needs of each student.

The type of support a student receives depends upon the type and extent of support they need, and the availability of support. EHCP students receive their allocated number of hours and type of support set out in their EHCP, many receive more than this. All support allocation is provision mapped and costed.

Support is also given dependent upon need which is established through diagnostic testing, staff or parental referral, a change in behaviour or through a drop in attainment. The wide variety of support strategies and outside agencies that can be accessed have been set out already in this document. Decisions will be made by the SENCO in liaison with the relevant staff or agency.

All students are monitored through the progress tracking system. These are reviewed by members of the Curriculum Support faculty to ensure that progress is made by SEN students. If adequate progress is not being made then interventions are put in place.

Any interventions undertaken are regularly monitored with feedback given to both students and parents on attainment and progress.

Students and Parents give feedback on how they found interventions to enable staff to develop these programmes.

As part of the SEN and PP audit and cost effectiveness the value for money for any programmes used are undertaken.

Feedback through regular Pastoral, Curriculum support and Heads Of Subject team meetings.

Parents are informed of the results of testing and also any proposed support. They are kept informed of progress made by students and of any changes to the programme. As well as subject by subject tracking all identified SEN pupils are additionally tracked by the Curriculum Support Department. Parental feedback on any support given is sought to judge the impact it has had from a parental perspective.

All support programmes are reviewed and the impact they have had on student progress. All programmes are assessed on narrowing the gap in attainment for the individual student and ensuring that they begin to make expected progress. If this is not the case an alternative route is looked for unless the programme is working but needs more time to allow this type of progress to be made. If the support is for a behavioural issue the success criteria will be based around a reduction of negative incidents that impact on the progress of the student. As with academic interventions the key focus is if a programme has led to student making at least expected progress following the programme or are now beginning to narrow the gap.

There is a comprehensive pastoral system in place at Tottington High School which includes all students. Students are placed into mixed ability forms and will have a form

tutor who is overseen by a Head of Year linked to the assistant head teacher Mr Burgoyne. Through the curriculum the aspects of Personal Development are covered for all students, reinforced by the tutorial Programme which runs throughout the year.

Vulnerable students have access to Thrive Support at allotted times. This group allows students to develop their social skills in a safe and supportive environment. The work of the Pastoral team also reinforces the school capacity to deal broadly with SEMH pupils (social, emotional and mental health difficulties)

A transition intervention has been established, under the care of a dedicated member of Curriculum Support, for students identified from their primary schools who are vulnerable or have potential behaviour issues which could cause their transition to be more problematic.

Tottington High School has an associate member of staff whose responsibility is to oversee the various medical needs of all students. They liaise with outside agencies and particularly the School Nurse to ensure that the medical needs of students are met. (See School's Medical policy)

Tottington High School has a clear rewards and sanctions policy that sets out how students are expected to behave in school the consequences of their actions in both a positive and negative light. The pastoral/inclusion teams also work with students who are at risk of exclusion. The reasons behind the risk are addressed and a variety of programmes including anger management, behaviour management and social skills are offered to address the individual's needs. This team also works closely with the Secondary Inclusion lead and cross schools Partnership cluster team and Alternative provision providers who can provide further support for these students. Post exclusion work also supports students and aims to prevent students from re-offending. (See school's Behaviour Policy)

Tottington High School has a fully inclusive policy and students with any form of Special Education Need are fully integrated in all aspects of school life. Students will be supported on a needs basis which may be one to one support with a teacher or TA, specific programme or teaching, small group work, lunchtime support etc.

Students requiring financial assistance are supported on educational trips and visits. We try to ensure that no child should be excluded for issues relating to SEN.

Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

#### **4. The name and contact details of the SEN Co-ordinator (mainstream schools)**

**Mrs Joanne Foster** (SENCo)

Tottington High School, Laurel Street, Tottington, Bury, BL8 3LY.

[jfoster@tottington.shaw-education.org.uk](mailto:jfoster@tottington.shaw-education.org.uk)

01204 882327

## **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

The SENCO has the National Award for Special Educational Needs (NASENCo) and is a fully qualified teacher who has served at Tottington High School since September 2001.

There are two other qualified HLTAs one who is a fully qualified teacher. One of the HLTAs have ILA Level 2 leadership and management qualifications.

We have two Level 3 TAs, and two Level 2 TAs, one that is currently training for their Level 3 qualification within the SET apprenticeship.

We also have one behaviour and inclusion mentor who works in our SEMH provision in school. Mrs Hulton works closely with hard to reach pupils and offers specialist support and advice to pupil, staff and parents.

Numerous members have a Certificate in 'Understanding The Autistic Spectrum' to support those with social, communication difficulties. Also numerous staff have certificates for ADHD training, TEAM TEACH training, literacy, numeracy and ICT qualifications. We have full access to outside agencies such as; Partnership Behaviour Outreach team, Early Break, Additional Needs Team, Realistic Choices, School Nurse, Educational Psychologist, Hearing and Visual Impairment Service, CYPIC team and Social Services all whom support students and parents.

We have constant half termly contact with the hearing impaired teacher, who attends school to check pupil's equipment, test them on progress and undertakes lessons with HI pupils.

We are part of the Bury SENCO 2 SENCO network and have regular access to specialist SEN training delivered by Bury Additional Needs Team. Internal training is also delivered through the Teaching and Learning forum and Associate Forums for all staff.

## **6. Information about how equipment and facilities will be secured**

Tottington High School has excellent safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment. There is a disabled access toilet on site.

The school has all classrooms fitted with projectors and smart boards or interactive televisions. There are information screens around the school in key areas that give information to students, staff and visitors. Students with both audial and visual impairment are taught at the school and their needs are met on an individual needs basis in liaison with the Bury Sensory Needs Team.

A wide range of subject specific aids are used including but not exclusively visualizers in English, different size and coloured balls in Physical Education, different fonts, overlays and larger print/worksheets and books.

## **7. Arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

All support programmes are regularly reviewed throughout the year and students and parents receive termly feedback about progress and attainment during this period.

Parents are informed of any support that their child is given and they are given regular feedback as to the progress their child has made. The programme their child is taking is explained to them, the benefits of taking part and their participation in the programme is discussed with parental permission and support essential for success. Parents have the opportunity to meet with members of staff and discuss the progress and attainment their child is making. This is in the form of both formal and informal meetings at the school, we believe that parental networking is our key to success.

Vulnerable students have review meetings with Head of Year and EHCP students meet with their keyworkers regularly. This allows both students and parents to have contact with staff to share any concerns and issues that they have had since starting at Tottington High School. These are then followed up on a termly basis if concerns are raised, and of course for EHCP pupils a person centred annual review will take place (parents will be notified of this date and time at the start of the school year)

All students have Parents' Evening where staff, students and parents can meet to review how progress and attainment are made.

Parents are welcome to meet with members of staff to review any issues that there may be with the progress and attainment of their child. Meetings with parents often happen on an ad hoc needs basis.

## **8. Arrangements for consulting young people about, and involving them in, their education**

Students' views are sought for each of the programmes through pupil voice and evaluations of programmes. This allows the students to feedback on the support they have received and how it could be improved in the future. Additional opportunities are available through Person Centred Annual Reviews, Parents' Evening, Tutor review sessions etc.

Students' views and or concerns are dealt with by a keyworker team allocated to them at the start of every academic year, so alongside their form tutor and Head of Year they have another form of contact that they can see every day.

We have a student council and eco team for pupils to voice concerns or ideas to develop their learning or the environment they learn in.

## **9. Arrangements made by the Governing Body in relation to complaints from parents of pupils with special educational needs concerning the provision made at the school**

The schools complaints procedure is published on the schools [website](https://tottington.bury.sch.uk/compliments-complaints-procedure/)<https://tottington.bury.sch.uk/compliments-complaints-procedure/>

**10. How the Governing Body involves other bodies, including health and social services, local authority support services, and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils**

**Mrs Foster** (SENCO) and the Chair of Academy Councillors Mr C Trees meet regularly to discuss matters arising and the SENCO produces a report about SEN provision. We also have a specified AC, Mr Robert Sloss, whom meets with Mrs Foster each term.

School has access to a range of services. These include the school nurse, educational psychologists, speech therapy, visual impairment service, hearing impaired service, social care and HYM.

**11. Contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32 (mediation)**

*This information will be set out in the local authority's Local Offer*

**12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living**

We have established a Primary Cluster Group to establish closer links with primary colleagues. The school holds an Open Evening and encourages visits during the school day for prospective students and parents.

Once students have been accepted at Tottington High School the transition visits to all primary schools occur. At these meetings a member of staff meets with staff and collects assessment and progress data, attendance information, behaviour information and any other information with regards concerns about the student and friendship groups. The SENCO or transition team will attend the annual review for any EHCP student.

We hold a Transition Day where students come in to Tottington High School and meet classmates and experience a day in school. There is an evening meeting with both students and parents to welcome them to the school and develop the relationship between Tottington High School and the student and their family. Students that have been highlighted as vulnerable, have a statement or additional needs are invited in for a further visit or visits to help them become more familiar and confident with the transition to Tottington High School.

Students who are in KS4 are given an extensive programme to make them ready to make the change to Post 16 provision. Taster days to Bury College are run in Year 10, students are supported by form tutors and through workshops in their college applications and are able to have a mock interview before college interviews to prepare them and develop the necessary skills. Students with SEN have careers interviews with Realistic Choices and there is a designated member of staff that works with these students to ensure they have applied for college, an apprenticeship or job with training. SEN students are offered transition visits to college and SENCO liaises with Post-16 providers to ensure that information is passed on about these students.

**13. Information on where the local authority's local offer is published.**

- [www.bury.gov.uk](http://www.bury.gov.uk)