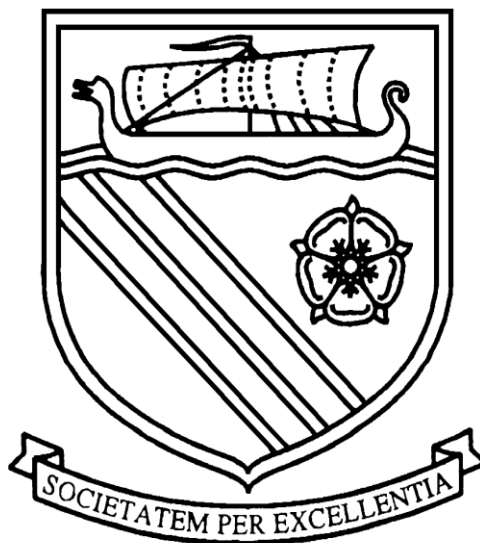


Tottingham High School

SEND Information Report 2018-19



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 – Information Report

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 SEND Information 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:

	Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and/or Physical Needs
Wave 1 Quality First Teaching	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Use of writing frames/graphic organisers Access to ICT Multi-sensory approach VAK Progress reports Target setting APP AfL Homework clubs Exam Booster classes	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 Environmental clues (eg signs, location systems, picture/object exchange)	Form Tutor Whole school behaviour policy Whole school / class rules Whole school/ Class reward and sanctions systems Behaviour Provision maps to support individual students Time –out card Active Learning approaches Access to Connexions Yr9,10,11 Enrichment	Flexible teaching arrangements Staff aware of implications of physical impairment /medical needs -refer to Care plans Risk Assessments Schools Equality and Access Scheme Medical Information Board

	Revision classes		sessions during lunch and extended schools programme PSHE	
Wave 2 Wave 1 plus additional time-limited, tailored intervention support programmes	In class TA support-targeted catch up or adapted programmes Paired /buddy reading Accelerated reader. Educational Psychology Service input/assessments. Additional Needs Team – assessing cognition and learning difficulties of pupils.	TA in class support with focus on supporting speech and language & Communication skills Coloured coded timetables Overlays, coloured paper, coloured exercise books. Barington Stokes reading books. Exit bands. Sensory Space Social stories After school social interventions – fun team building activities	Social Skills programme Pastoral Team PLC/Mentor – S. Phillips PLC placements On Call - restorative practice/isolation Support during unstructured times- Lofthouse ICT room-breaks &lunch Lunch time sports clubs Involvement of EWO Access to Connexions Safe Guarding Officer LAC – PEP meetings Counsellor – A Burns Cluster panel with Northern Bury high schools. Inclusion unit - L8 – fully staffed with specialist behaviour mentors. After school social interventions- Anger management, mindfulness.	Keyboard skills training Additional fine motor skills practice- Handwriting programme In class support access to resources and safety Modified papers – VI Specialist pens, computer equipment for pupils in class.
	Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and/or Physical Needs
Wave 3 Wave 1 plus increasingly individualised programmes based on	In class TA support Intervention programmes- SpLD – Specialist teacher sessions SENCO	In class TA support Speech and Language support from Bury SALT, followed up in	In class TA support. Pastoral Team Inclusion team and Alternative provision.	In class TA support. School Nurse. Specialist teachers in Bury for

independent evidence of what works	intervention/QFT Rainbow Readers/Maths and English catch up/Blackwell spelling. Read Write inc phonics scheme. Exam concessions Access Arrangements. Alternative accreditation/ vocational courses ASDAN/ COPE. Step Up Gold English. Nurture Groups. Access to Connexions. Annual Review and Reporting, PCP Link worker from LA SEND team.	school HLTA/SENCO Advice/ Input from Bury Communication Difficulties Team ICT – Writing with Symbols Access to Connexions Annual Review and Reporting, PCP Alternative accreditation/ vocational courses ASDAN/ COPE Alternative provision – The Enterprise Centre / Craig Omerod associates. Key workers. Links with HYM	PLC/Mentor – S. Phillips PLC Placements Individual counselling Individual reward system Social skills training Boxall Profiles-SENCO Goodmans S&D questionnaires Circle of Friends Alternative accreditation/ vocational courses ASDAN/ COPE. Safeguarding Officer. On site Attendance officer. Access to Connexions. CAMHS Annual Review and Reporting. Anger management, mindfulness. Personal health and hygiene. PCP Alternative provision – The Enterprise Centre / Craig Omerod associates. Mental Health first aid trained staff. Inclusion unit. Links with HYM	VI/HI/Physical needs. Specialist equipment to suit child's needs. Flexible teaching arrangements Motor skills sessions SEND sports clubs Annual Review and Reporting, PCP Sensory room Sensory diets. Changes in whole school environment for VI pupils.
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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 - CATS, WRAT scores, YARC scores, NGRT scores
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.

EHCP students receive the necessary support as set out in their EHCP. 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, Nurture Group teaching, SPLD specialist teaching, Numecon (numeracy recovery programme), Read Write inc phonics scheme, group paired reading scheme, Blackwell spelling scheme, Rainbow reading scheme, Accelerated reader scheme, typing/handwriting target group, homework club, targeted transition group, social skills communication group- the Sanctuary, functional skills examination, anger management, counselling, strategies to resolve conflict, behaviour management, mentoring and use of outside agencies. These support programmes are used for other non-statemented/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 THS including WRAT, YARC, MALT Mathematics Test, and NGRT Reading Test. Students' progress is shared through a

variety of methods: both whole school, subject and through Curriculum Support. Students with a Statement of Special Educational Needs have a formal annual review during the school year. The Assistant SENCo has regular contact with parents for those with statements 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 the Sanctuary group 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. Students in KS4 follow a number of alternative pathways including functional skills and vocational courses where appropriate to their individual needs. 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. Students are placed in bands (Year 7-9) which allows support to be placed with students who will need it. 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. Statemented/EHCP students receive their allocated number of hours and type of support set out in their statement, many receive more than this. All support allocation is provision mapped and costed. This is particularly important in advance of the new Code of Practice and the introduction of EHC Plans (Education, Health and Care Plan)

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 or Assistant 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 HOF 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 Houses and will have a form tutor who is overseen by a Head of Year and a Pastoral manager linked to the Assistant head teacher Mrs Foster. Through the curriculum the aspects of Careers, Well-being and Life skills (CWL) and Citizenship are covered for all students, reinforced by the tutorial Programme which runs throughout the year.

Vulnerable students have access to the Sanctuary Group before school and social 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 group 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 PLC Behaviour Outreach 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) Nurture groups are formed within the school and delivered an alternative curriculum with quality first teachers.

THS 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@tottingtonhighsch.co.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, Mrs Joanne Foster, 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.

The Assistant SENCO, Miss Melissa Gerrard, is also a fully qualified teacher who has served at Tottington High school since September 2014 she is currently studying for her NASENCo award.

The SPLD teacher, Mrs Annette Bennett, is part time and has a Post Graduate Diploma in teaching and assessing learners with Specific Learning Difficulties, she has served at Tottington High School since September 1996.

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

We have three Level 3 TAs, and two Level 2 TAs one of whom is currently training for her Level 3 qualification with Adult learning.

We also have two behaviour mentors/ HOY for the inclusion unit, they work closely with hard to reach pupils and offer specialist support and advice to pupil, staff and parents.

The SENCO and assistant SENCO have a Certificate of Personal Effectiveness (C.O.P.E); this certificate allows KS4 pupils to gain a vocational qualification at two levels, Level 2 is equivalent to a GCSE B grade, Level 1 is equivalent to a GCSE E to F grade. For our more vulnerable pupils we can offer a bronze award.

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; PLC Behaviour Outreach team, Early Break, Additional Needs Team, Connexions, School Nurse, Educational Psychologist, CLAS Service, Hearing and Visual Impairment Service, CYPIC team and Social Services all whom support students and parents.

We have constant weekly 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 have termly contact with the visually impaired teaching team, who attends and supports learners in class.

We are part of the Bury Secondary Learning Collaborative and have regular access to specialist SEN training delivered by Bury Additional Needs Team. We have links with

Elms Bank special school where we undergo training and collating advice for SEND learners within the mainstream environment. 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. The school does have part wheelchair access but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. There is a disabled access toilet on site.

The school has all classrooms fitted with projectors and a large number have smart boards or interactive smart television screens. 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.

Laptops are available for students with SEN as appropriate and 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.

THS serves a diverse community and has several languages spoken. We work closely with Bury Council CLAS team to ensure that parents can have a translator and that letters are translated if required and information is available in different languages. CLAS work with students in school to help them develop their communication skills and there are extra-curricular clubs aimed at supporting these students, as well as support for teachers to develop inclusive practices.

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

All students have Assessment for Learning to review their progress in subjects with form tutors. In KS3 parents are sent these findings twice a year, KS4's results and monitoring are sent home every half term. Formal opportunities for parents to discuss pupil progress include the Intervention Programme for upper-school pupils lead by SLT. There is also an annual report for all students that reviews progress and attainment and sets goals for students.

All support programmes are regularly reviewed throughout the year and students and parents receive 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 Statemented/EHCP students meet with the SENCO in the first term. This allows both students and parents to

meet with staff to share any concerns and issues that they have had since starting at THS. These are then followed up on a termly basis if concerns are raised, and of course for Statemented/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 obviously available through Person Centred Annual Reviews, Parents' Evening, Tutor review sessions etc.

Students' views and or concerns are dealt with by a personal keyworker allocated to them at the start of every academic year, so alongside their 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 <http://www.tottington.bury.sch.uk>

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 governors Mr N Kenyon meet regularly to discuss matters arising and the SENCO produces a report about SEN provision.

The school also has a designated governor for SEND Mr R Sloss, again Mrs Foster the SENCO meets regularly to keep him informed of key movements in SEND within the school and SEND pupil progress.

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 Health Young Minds (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

THS has an extensive transition programme for students. We regularly have events and taster sessions with partner primary schools to familiarise students with the school site in Years 5 and 6. 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 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 Assistant SENCO will attend the annual review for any EHCP student.

We hold a Transition Day where students come in to THS 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 THS 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 THS.

A transition group is established at the start of Year 7 with a focus on students that have been identified by primary school or on their visits as vulnerable or at risk of not making a successful transition. These students undergo a programme to develop social skills, coping strategies, anger management, developing self-esteem and organisational skills.

The programme is tailored to suit the needs of the students.

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 Connexions 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