

SEND Policy

Reviewed by:	Pupil Development, Wellbeing and Safeguarding Committee
Signed (Governing Board):	
Date:	September 2017
Next Review due:	September 2018

**Produced by Turton School
(To be reviewed annually)**

SEND Policy 2017-18

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Aims and Context

This policy has been written with reference to the Special Educational Needs and Disability Code of Practice 2014. It has also been written with reference to sections 29, 35 and 63-65 of the Children and Families Act 2014. This school believes that high quality teaching that is differentiated for all, underpins progress for all pupils, including those with SEND.

It is our aim to:

- provide a safe and happy environment in which all pupils have the opportunity to develop personally, physically, socially, academically and spiritually
- provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual pupils whilst offering equality of opportunity and high standards of teaching

Objectives

1. To identify and provide support for pupils who have Special Educational Needs and other related needs.
2. To work towards the guidance contained in the SEND Code of Practice.
3. To operate a 'whole child' approach to the management of SEND.
4. To provide a Special Educational Needs Coordinator who will manage the implementation of this policy.
5. To provide advice and support for all staff working with special needs pupils.
6. To ensure all teaching and support staff are involved in planning and meeting the learning needs of pupils with special educational needs.
7. To ensure that the school liaises effectively with special schools and other outside agencies in order to meet the needs of staff and pupils.
8. To develop and maintain partnerships with parents.
9. To ensure access to the curriculum for all pupils.

Identifying Special Educational Needs

Pupils are identified as having Special Needs initially through liaison with feeder primary schools. Learning Support staff from Turton attend transitional reviews at feeder primaries, interview Year 6 class teachers, attend meetings where they will meet prospective pupils' parents and work with and observe pupils in their primary classrooms. Continuity of provision is made in this way and through transfer of LA recording documentation and transition documentation.

The SEND Code of Practice 2014 states that:
Children have a learning difficulty if they:

'Have a significantly greater difficulty in learning than the majority of children of the same age'.

‘Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority’.

Broad areas of Special Need Education provision should be matched to the child’s identified SEN. Students’ SENs are generally thought of in the following four broad areas of need and support:

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

Communication and interaction

Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when a student learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Students who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students and young people with an MSI have a

combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Pupils who arrive at Turton at the beginning of Year 7, or who have transferred from other secondary schools, are identified as having Special Educational Needs through the use of the criteria set out below.

Literacy:

- Reading age below 9 years and 6 months using the STAR Reading Test/Diagnostic Reading Analysis. Reading standard score below 90.
- Grammar standard score below 90.
- Spelling age below 9 years and 0 months using the Young's Spelling Assessment.

Numeracy:

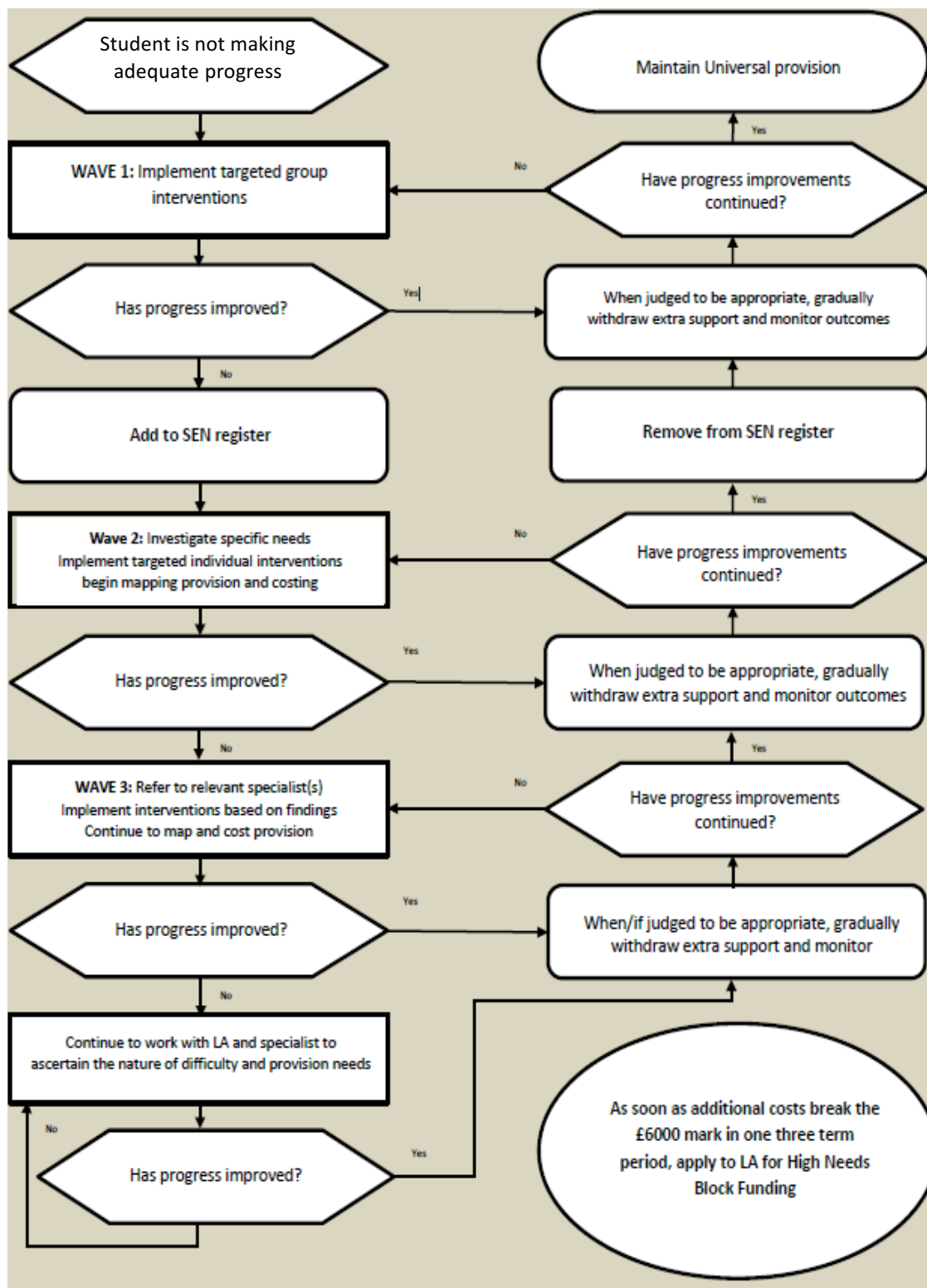
- Maths standard score below 90

General Learning:

- CAT score below 80.
- All pupils with a diagnosed, recognised condition that has an impact on learning
 - Dyslexia, Dyspraxia, Dyscalculia, ADHD, OCD, Anxiety (under CAMHS).
- A Physical, Sensory or Medical condition which impacts upon learning.

NB – These criteria are not exhaustive and will be updated annually. Other criteria may be applied where school staff, parents/carers and external support agencies believe there is an underlying or undiagnosed condition that impacts on learning.

Pupils can additionally be added to the SEND Support Register via referral or through following the SEND Procedure Flowchart.



The 'Graduated Approach' to SEN Provision

Criteria for inclusion on the SEND Support Register

The criteria for inclusion on the SEND Support Register are set above. Assessment is carried out using a range of standardised assessments, observations, meetings with parents and pupils and through discussion with classroom teachers. Pupils who meet the entry criteria will be given support and offered intervention according to need as set out on the school's provision map.

Assess, Plan, Do, Review Cycle

Pupils are placed on the SEND Support Register following diagnostic/standardised assessment. These assessments lead to formal planning of intervention in liaison with parents/carers. Following interventions, a review of success will be carried out using both formal and informal assessment as set out below.

Managing pupils on the SEND Support Register

As provision for pupils with SEN is a whole school issue, reviews and evaluation of that provision must involve all who are involved in the pupils' academic and social education. This is achieved through:

- Regular standardised testing and analysis of progress in internal and external examinations.
- Pupil progress into further education or work is monitored through liaison with pupils, parents, further education colleges and the careers service (Connexions).
- Pupils' Individual Provision Maps and progress towards achieving stated targets are reviewed at least termly.
- In line with requirements of the SEND Code of Practice, reviews for pupils receiving SEND support occur at least 3 times per year. One of these reviews will take place at the annual parents' evening, one will be arranged as part of the SENCo Drop-in cycle and the third will be a formal meeting in the form of a review. Views of parents, pupils, subject and pastoral staff, support assistants and other support agencies are recorded and review outcome informs target setting. Pupils are fully involved in the setting of those targets. Likewise, they will evaluate their own progress through comment at the review meeting and through written comment produced before and discussed at the meeting.
- Formal meetings are arranged regularly between the SENCO and the Assistant Headteacher with responsibility for SEN, and informal liaison occurs on a daily basis.
- A full SEN report, Departmental Report and Action Plan are presented to the governors for discussion annually at their autumn term meeting.
- The Learning Support Department management team meet weekly to discuss effectiveness of provision and to review the SEN register.
- Formal and informal meetings between the SENCO, pastoral and subject staff are arranged regularly.
- Examination of pupils' reports and reported grades.
- Reports and evaluations from specialist teachers and outside support agencies.

- Progress made towards achieving statement objectives.

Review and evaluation are an ongoing process, which shapes the development of the department. Moreover, all evaluation cannot be objective and quantifiable. An indication of the effectiveness of the Learning Support Department is the perception of the existence of an appropriate school ethos, in which individual differences are recognised and valued and all concerned with the pupils, especially parents, feel part of a team, working towards the development of confident, happy pupils who achieve their potential.

There are two categories of students on the SEND Register:
 SENS (Special Educational Needs Support)
 S (Statemented) or EHCP (Education Health and Care Plan)

Statements and Education Health and Care Plans

A statement of Special Educational Needs or Education Health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the statement.
- Established through parental/pupil consultation.
- Set out in a Learning Passport.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

Learning Passport

A Learning Passport is a one-page profile of a student on the SEND register that will help to ensure that staff working with them have an accessible summary of information about them, including:

- KS2 results.
- CAT results.
- Strengths and interests.
- Support provision.
- Important needs.
- Teaching strategies.

Reviews of Statements and/or Education Health and Care Plans

Statements/ Education Health and Care Plans must be reviewed annually but the progress checked termly. The aim of the annual review will be to:

- Assess progress towards achieving set targets in relation to the statement/Education Health and Care Plan.
- Review the provision made for the student.
- Consider the appropriateness of the existing Statement/Education Health and Care Plan in relation to the student's performance during the year, and whether to cease, continue or amend it.
- Set new targets for the coming year.

From year 9 annual reviews must focus on the preparation for adulthood, reflecting a pupil's ambitions, routes to further and higher education, employment and independent living. The SENCO

will ensure that parents and pupils are actively supported in contributing to assessments, planning and reviewing Statements or Education Health and Care Plans.

Criteria for exiting the SEND Support Register

Pupils who make significant progress may require support at increasingly lower levels of intensity. Where a pupil exceeds the criteria for entry onto the SEND register, or if their progress is in line with their peers, then discussion will be held within school, and in consultation with parents and the pupil, around removal from the SEND Support Register.

Provision available for SEN pupils

Provision for SEND pupils is set out in the School's Offer which can be found on the school website and appendix 1 of this policy.

Supporting Pupils and Families

Parents/Carers

The Department has an "open door" philosophy towards parents. Informally, parents are encouraged to contact the SENCO whenever they wish.

Formally:

- The SENCO and/or appropriate SEN teaching staff are available at all annual parents' evenings and can be seen either with or without an appointment.
- All pupils on the SEN record have a formal review every year (at parents' evenings where possible) to discuss targets.
- Statemented pupils have an "annual review", to review progress towards statement objectives.
- Parents are invited to all reviews and are also invited to make written comment before reviews.
- The SENCO is present at Open Days.

Through visits to primary schools, a rapport with parents is often established before pupils enter the school in Year 7. An enhanced transition programme is in place for pupils where advised or appropriate. Learning Support staff also visit the main feeder primary schools to work with vulnerable pupils before Induction day.

Pupils

All pupils on the SEND Support Register have access to a keyworker who will meet with them formally once per term to discuss their personal targets and their Learning Passport, which goes out to teachers.

All pupils are given access to the Learning Support Centre as required but all pupils are encouraged to socialise with the broader school population. Activities in the Learning Support Centre during unstructured times are structured and will often have an educational benefit.

Training and Resources

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.” Special educational needs and disability code of practice: 0 to 25 years).

If SEN provision is to be implemented effectively as a whole school and all staff are to differentiate appropriately to accommodate individual differences, it is vital that all are appropriately trained to fulfil this aim.

All members of staff, including learning support assistants, are encouraged to attend school INSET training, LA courses and courses provided by external agencies.

Course materials that participants have obtained, are kept centrally in the Learning Support area and information from courses is disseminated within the department during departmental meetings.

The SENCO ensures that subject and pastoral staff are well informed of national SEN issues and issues relating to whole school SEN and individual pupils through:

- Creation and dissemination of Learning Passports.
- Information from SEN reference library of books and documents on SEN issues. This will be used by learning support staff who will pass on relevant books to subject and pastoral staff.
- SENCO contributions to CPD Sessions and training days.
- Bulletins and information sheets distributed when required.
- Information on weekly school bulletins and input into staff briefings.
- Formal and informal meetings with individual staff.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head /SENCO. The Head of Learning Support (SENCO) and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the Head of Learning Support and members of Learning Support will develop their skills through attendance at specialist training, discussions with outside specialists, and reading through subscription to professional bodies. Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending training courses identified through their personal development interviews and the departmental development plan.

Roles and Responsibilities

It is the responsibility of the SENCO to keep SLT informed of the provision made by the school in relation to pupils who have a Special Educational Need or Disability, this information will then be used to keep the governing Board informed of this provision. Additionally the SENCO will meet at least termly with the designated SEN governor to ensure that provision for SEND pupils in the school meets the needs of the school and follows the regulations related to the Code of Practice for SEND.

The SENCO, Assistant Headteacher (responsible for SEN) and the Headteacher will work closely with the special educational needs governor and staff to monitor the effective day-to-day operation of

the school's special educational needs policy and will identify areas for development in special educational needs and contribute to the school's development plan.

Subject teachers are responsible for:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN.
- Differentiating the curriculum and monitoring the progress of pupils with special educational needs.
- Monitoring, and contributing to, targets set for pupils with SEND to ensure they are given an opportunity to develop their skills.
- Liaising with Teaching Assistants at all levels so that lesson plans and target setting is effective in ensuring that pupils make adequate progress.

Teaching Assistants (Level 4)

- Level 4 teaching assistants are responsible for the design, delivery and monitoring of specifically targeted interventions under the supervision of the SENCO.

Teaching Assistants (Level 3)

- Level 3 TAs are responsible for the delivery of specifically targeted interventions under the supervision of a Level 4 teaching assistant or the SENCO.
- Level 3 TAs will also support pupils in classrooms to consolidate specific skills in a wider school context. This will be carried out under the guidance of the SENCO and classroom teacher.

Teaching Assistants (Level 2)

- Level 2 TAs are responsible for supporting pupils in the classroom setting, contributing to target setting, monitoring progress in relation to agreed targets.

Deployment of TAs

TAs are deployed by the SENCO to support identified students on the SEN Support Register. TAs support a small number of named pupils across the curriculum in order to foster a good relationship and to help encourage independence. Pupils with a Statement/EHC Plan are allocated support according to their Plan with focus on the core subjects. Some of the time available through the 'School Offer' will be used to support pupils on the SEN Support Register but this will be limited by funding and will often be of a short term nature.

Role of the SENCO

The SENCO will support subject teachers, pastoral colleagues and TAs in meeting the needs of pupils with special educational needs by:

- providing detailed information regularly and advice to all staff relating to students' abilities based on primary school data and current data from assessments carried out from Year 7 onwards
- providing advice and support to departments on a range of curricular issues including the selection of resources and teaching strategies

- working directly with students with special needs both in the mainstream classroom or in withdrawal groups
- regularly monitoring the progress of students for whom provision is made through work scrutiny and lesson observations
- regularly monitor the impact of the TAs and the specialist programmes of support delivered by the TAs/staff

Storing and Managing Information

Paper-based information regarding pupils on the SEND Support Register is held securely within the Learning Support Centre in a locked filing system. Access to this information is limited on a daily basis but can be accessed by relevant staff upon request to the SENCO.

Digital information regarding the SEND pupils is held securely on the school network in line with school policy and Data Protection legislation.

Pupil information may be shared with external agencies following consultation with parents/carers.

Complaints procedure

Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENCO or other involved staff and records of these concerns or complaints are kept. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Assistant Headteacher responsible for SEN, the Headteacher or the school's Governing Board.

When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as Parent Partnership, will also be made available.

Reviewing Policy

Policy Updated September 2017 by Ursula Hodgson

Policy Ratified by Pupil Development, Wellbeing and Safeguarding Committee September 2015

Policy to be reviewed September 2018

Appendix 1

Local offer to Students with Special Educational Needs and their Parents

Local Offer to Students with Special Educational Needs and their Parents

Turton School is committed to meeting the needs of pupils with Special Educational Needs and Disabilities and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The school caters for a wide variety of Special Educational Needs and Disabilities with support from outside agencies. There is no special unit attached to the school.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES WITH LEARNING IN THIS SCHOOL:

School based information	Staff	Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and/or disabilities (SEND)?	Special Educational Needs Co-ordinator (SENCO): Miss Sarah Worswick	The SENCO is responsible for: - Coordinating all the support for children with special educational needs (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. - Ensuring that you are: - involved in supporting your child's learning - kept informed about the support your child is getting involved in reviewing how they are doing - part of planning ahead for them. - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. - To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. They are responsible for:

B. HOW COULD MY CHILD BE SUPPORTED IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority or other external agencies.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching .	• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.	All children in school should be getting this as a part of excellent classroom practice.
	Subject specific Interventions If your child is making below expected progress in Maths and English, they may be offered extra lessons to develop	Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.	Any child who has specific gaps in their understanding of a subject/area of learning.

	skills in these areas.	• He/she will plan sessions for your child with targets to help your child to make more progress. • These subject specific interventions are usually implemented on a short-term basis.	
	Stage of SEND Code of Practice: SEND Support, which means they have been identified by the SENCO as needing some extra specialist support in school. Most SEND provision is delivered in-house by the Learning Support Team. Those children with more complex needs may receive specialist provision from a professional outside the school. This may be from: • Local Authority services such as Ladywood Outreach or the Sensory Support Service (for students with a hearing or visual need). • Outside agencies such as the Speech and Language	Your child will have been identified by the class teachers/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: - o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better - o Support to set better targets which will include their specific expertise - o Group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit - o A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

	Therapy (SALT) Service.	will be used and what strategies will be put in place.	
	Stage of SEND Code of Practice: Statement of Special Educational Needs or Education Health and Care Plan (EHCP - the new document coming in to replace statements). This means your child will have been identified by the SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school.	• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. • After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to provide support at the previous stage. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more intensive support in school to make good progress. If this is the case, they will write an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with the support previously provided from within the school's budget and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The Statement or Educational Health and Care Plan will outline the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.	Children whose learning needs are: • Severe, complex and lifelong • Need more intensive and individualised support on a long-term basis.
What arrangements does the school have for identifying pupils with Special Educational Needs?	During the summer term, the SENCO will contact feeder primary schools to request information for all SEND pupils coming into school in September. Your child may be automatically transferred to our SEND Register dependent on their level of need. Children are also identified:		

	• By their KS2 SAT results • By Year 7 screening tests. All year 7 pupils are tested on entry using the following measures: - STAR reading test, which informs us of your child's reading and comprehension ages. - Young's Spelling, which gives an accurate spelling age. - Cognitive Ability Tests (CATS), which provide a standardised score of a child's cognitive ability and intelligence. - Baseline subject assessments to provide a starting point for teacher assessment. If your child has additional needs identified by these tests, you will be informed of any related interventions.
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What is the specific offer for pupils on the SEND Register with identified needs?	Cognition & Learning
	Pupil Learning Passport & strategies to staff - in-class support if appropriate, specialist teaching from Ladywood Outreach Service, visual timetable if appropriate, additional Literacy/Numeracy support, pre-school booster sessions, MFL/Opening Minds withdrawal, clubs, breakfast, break, lunch & homework club, ICT Provision, Alphasmarts, assessments (e.g. Educational Psychology), personalised timetables, guided option choices, modified curriculum, alternative qualifications (e.g. Entry Level, Basic Skills, Functional Skills, ASDAN, Prince's Trust), exam concessions, buddy system, Sixth Form mentor.
	Communication & Interaction
	Keyworker - Pupil Learning Passport & strategies to staff - access to Speech & Language advice and/or programme if appropriate - in-class support if appropriate - specialist teaching from Ladywood Outreach Service – visual timetable - Social Stories/comic strip conversations – Talking Partners – Social Skills – Nurture group – Lego Therapy - use of symbols/visuals - structured school & class routines -SSC & Learning Support withdraw area (time out facility) – personalised timetables - clubs – breakfast, break, lunch & homework club - guided option choices - vocational courses – exam concessions – buddy system – Sixth form mentor.
	Social, Mental and Emotional Health

	Key worker - Pastoral Care mentor - Nurture group - in-class support if appropriate - Pupil Learning Passport with strategies to staff - SSC & Learning Support withdraw area (time out facility) - personalised timetable -time out card – Social and Emotional Literacy – Behaviour Support - Pupil Healthcare plan in place (medications e.g. ADHD) - guided option choices - personalised curriculum - vocational courses – extended work experience placements - College placements – reward system – pastoral monitoring system – sixth form mentor – exam access arrangements.
	Physical/Sensory/Medical
	School offers an individual response to a wide range of needs from monitoring to full time support through flexible deployment of resources and staff. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are aware of impairment implications and offer flexible teaching arrangements. Specific physiotherapy or occupational therapy programmes may be offered following specialist advice. The Local Authority Sensory Team liaises with school on a regular basis. Some in-class support may address health and safety or access issues. Personal Learning Passports and strategies will be issued to staff to ensure they are aware of individual needs. School have a range of access strategies including: accessible toilets/wet rooms, medical support, Health Care Plans, breakfast club, lunch club, break club, homework club, stair lifts, ramps, lifts, specialist ICT resources, specialist equipment (e.g. writing slopes), bespoke furniture, Personal Evacuation Plans, Risk Assessments.
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress you should speak to your child's form tutor, class teacher or Head of Year initially. • If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO. • If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher. • If you are still not happy you can speak to the school SEND Governor.
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • At Turton School, there are half-termly data reports which measure your child's progress. Meetings between Heads of Departments and members of the Leadership team monitor this data to ensure all children are making good progress. • If your child is then identified as not making progress the school will discuss this with you in more detail

	- o To listen to any concerns you may have too. - o To plan any additional support your child may receive. - o To discuss with you any referrals to outside professionals to support your child's learning.
How is extra support allocated to children and how do they move between the different levels?	• The school budget, received from Bolton Local Authority includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including - o the children getting extra support already - o the children needing extra support - o the children who have been identified as not making as much progress as would be expected - o decide what resources/training and support are needed • All resources/training and support are reviewed regularly and changes made as needed.
How are the teachers in school supported to work with children with an SEND and what training do they have?	• The SENCO's job is to support the teachers in planning for children with SEND. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • The Learning Support Team are all highly trained in their specialist areas of support.
How will the teaching be adapted for my child with additional learning needs (SEND)?	• Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff may support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How will we measure the progress of your child in school?	• Your child's progress is continually monitored by his/her teachers, tutors, subject leaders, head of year and the SENCO. • His/her progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC grade is given in each subject. • If your child is not at level 1, he/she will be assessed using another scale of levels that assess attainment up to Level 1. These levels are called 'P levels'. • Children who are receiving specialist SEND intervention will have an Individual Learning Plan in place which will be reviewed termly. • Parents of children who have a Statement of Special Educational Needs or an Education Health and Care Plan will be

	invited to a formal meeting at least once a year to discuss their child's progress towards the objectives set by the Local Authority. This meeting is part of a legal process. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
What support do we have for you as a parent of child with SEND?	• We would like you to talk to your child's teachers, group tutor and Head of Year regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you by the person directly involved, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Individual Learning Plans will be reviewed with your child and any updates will be sent to you. • Homework will be adjusted, as reviewed, to meet your child's individual needs.
How have we made this school accessible to children with SEND? (including after school clubs etc..)	• We ensure that equipment used is accessible to all children regardless of their needs. The school has wheelchair access on both sites including stair and split level lifts. There are disabled changing, toileting and washing facilities available on both sites. • We provide support with homework and other learning at lunchtime, before and after school. • Key words and literacy resources are used across the school to support learning.
How will we support your child with transition from Primary School?	Transition for students with SEND begins in the summer term before they join Turton. This involves a number of processes which are outlined below. • The SENCO will attend the Annual Reviews of any year 6 pupils transferring to Turton in year 7. • The SENCO requests information from feeder Primary Schools for all pupils on their SEND Registers. The SENCO will then use this information to start to plan provision for September. • The SENCO will arrange for Learning Support staff to visit some pupils in their Primary Schools. • Extra transition visits are arranged by the Learning Support Department and year 6 SEND pupils are invited to attend. • Parents are invited to meet with the SENCO as part of the 'new intake evening' process to discuss any concerns they may have or offer any additional information which they feel would help school in supporting their child.
How will we support your child when they are leaving this school or moving to another Year?	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

	• We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. When moving years in school: • Information about your child will be shared with their new teachers. • If your child would be helped by a personalised plan for moving to another year, we will put this in place. In Year 11 • Your child will meet with a 'Connexions' worker to create a plan for their Post 16 education. • Your child's Head of Year and tutor will support your child in finding a new school/college. • If necessary, the SENCO will arrange visits to new schools/colleges for your child.
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