

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	<p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

	<p>Form Tutors/Subject Teachers/Heads of Year</p> <p>T he Student Achievement Team</p> <p>Senior Management Team with SEND responsibility:</p> <p>Head teacher, Miss Sam Gorse</p> <p>Deputy Head Teacher, Mrs Ursula Hodgson</p>	<p>progress in school.</p> <p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. • Using Learning Passports to help with planning for your child's lessons. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND and Literacy Policies are followed in their classroom and for all the pupils they teach with any SEND. <p>They are responsible for:</p> <ul style="list-style-type: none"> • The Student Achievement Team are responsible for dealing with students who have largely emotional and behavioural difficulties in the initial stages. • The Pastoral Care Managers and Officers will provide regular support on an individual or small group basis to pupils who are experiencing social and emotional difficulties. <p>They are responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the support for children with SEND. • They will give responsibility to the SENCO and class/subject teachers but are still responsible for ensuring that your child's needs are met. • They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
--	--	---

	SEND Governor , Mrs Jackie Harte	The SEND Governor is responsible for: <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND.
--	---	--

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 .	<ul style="list-style-type: none"> • 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. 	All children in school should be getting this as a part of excellent

		<ul style="list-style-type: none"> • 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. 	classroom practice.
	<p>Subject specific Interventions If your child is making below expected progress in Maths and English, they may be offered extra lessons to develop skills in these areas.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. 	Any child who has specific gaps in their understanding of a subject/area of learning.
	<p>Stage of SEND Code of Practice:</p> <p>SEND Support, which means they have been identified by the SENCO as needing some extra specialist support in school.</p> <p>Most SEND provision is delivered in-house by the Learning Support Team.</p> <p>Those children with more complex needs may receive specialist provision from a</p>	<p>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.</p> <ul style="list-style-type: none"> • 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: 	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

	<p>professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • 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 Therapy (SALT) Service. 	<ul style="list-style-type: none"> 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 will be used and what strategies will be put in place. 	
	<p>Stage of SEND Code of Practice:</p> <p>Statement of Special Educational Needs or Education Health and Care Plan (EHCP - the new document coming in to replace statements).</p> <p>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</p>	<ul style="list-style-type: none"> • 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 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more intensive and individualised support on a long-term basis.

	<p>school.</p>	<p>meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • 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. 	
<p>What arrangements does the school have for identifying pupils with Special Educational Needs?</p>	<p>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:</p> <ul style="list-style-type: none"> • By their KS2 SAT results • By Year 7 screening tests. All year 7 pupils are tested on entry using the following measures: <ul style="list-style-type: none"> - Accelerated 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. <p>If your child has additional needs identified by these tests, you will be informed of any related interventions.</p>		

<p>What is the specific offer for pupils on the SEND Register with identified needs?</p>	<p>Cognition & Learning</p>
	<p>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.</p>
	<p>Communication & Interaction</p>
	<p>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.</p>
	<p>Social, Mental and Emotional Health</p>

	<p>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.</p> <p style="text-align: center;">Physical/Sensory/Medical</p> <p>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.</p> <p>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.</p>
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • 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 Headteacher. • If you are still not happy you can speak to the school SEND Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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?	<ul style="list-style-type: none"> • 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)?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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

	<p>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.</p> <ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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..)	<ul style="list-style-type: none"> • 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?	<p>Transition for students with SEND begins in the summer term before they join Turton. This involves a number of processes which are outlined below.</p> <ul style="list-style-type: none"> • 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?	<p>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.</p> <p>If your child is moving to another school:</p>

- 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.