

## **SEND Monitoring Visit 5 December 2025**

Attendees: Louise Thornley SEND Link Governor, Jeanette Edge Assistant Head Teacher/SEND Department manager, Jason Bach SENDCo., Sarah Kershaw Assistant SENDCo.

The purpose of the visit was to discuss the SEND Policy and how it has impacted/impacting the school.

There are currently 34 pupils with Education, Health and Care Plans and 112 pupils on SEND Support. The number of students with EHCPs does vary from year to year with an increase over recent years entering Year 7. It appears that as pupils progress through the years at Turton, the support they have received allows students to flourish.

Jason Bach and Sarah Kershaw have been informed by the Local Authority that next year's Year 7 cohort have a large number of pupils with additional needs and so preparations have been underway for more students to be consulted on and also to come into the main stream setting. This potentially can make things more difficult with potential budget constraints and if extra, trained SEND Teaching Assistants (TA's) are required. Recruitment continues to be difficult, but Turton has done well in securing the levels of TAs we have.

The amount of students with Developmental Language Disorder (DLD) has increased this year, along with those having communication and interaction difficulties e.g. autism.

Cognition and Learning	60 pupils
Communication and Interaction	57 pupils
Medical and Sensory	7
Social, Emotional, Mental Health	32
Other	17

Regrettably, school attendance can be a challenge for some students, which includes some with additional needs and who have attendance below 80%, equal to missing 1 day a week. The SEND department along with members of the SLT have set up a groundbreaking Virtual School. This Virtual School offers daily contact with a named member of staff to cover the core subjects, Faith & Ethics and also mentoring. The school does take steps to ensure reasonable adjustments, seeking advice from their professional colleagues from Woodbridge, Bolton Behaviour Service, Educational Psychology, Occupational Therapists and CAMHS, adjustments are made for those who need them. These are shared via the Learning Passports and acted upon by all the staff For example; a toilet pass, a loop listening system (to drown out classroom noise etc), a pass to be allowed out of class early to avoid the busy corridors etc.

EHCP students take up the bulk of the time of the TA's but those SEN Support students benefit greatly from the incidental support within lessons. TA's do not do the 'Velcro

approach' to those with EHCP's as this can be detrimental in the long run for gains in independence and also resilience. The number of parents expecting an EHCP for lower-level additional needs has massively increased which does impact on time and support too. The Local Authority are staying firm with their ADHD diagnosis criteria which is followed by the SEND Team.

The SEND Team ensures that the policy in place is child-centred (person-centred) - listening to the child/young person, valuing their views and involving them with meaningful decisions, having a partnership with parents/carers - which includes treating the parents/carers as equal partners in the process. Learning Support welcome the advice of our professional colleagues in identifying those who need a diagnosis and ways to support those who may not. This is carried out throughout the school in line with the SEND Code of Practice (2015).

High quality, inclusive teaching as the first response (QFT) ensures school have "eyes" on each student, therefore all teachers are able to help identify those students with additional needs. By having "eyes" on each student, this assists with early identification and early intervention. The principle of improving outcomes in the classroom rather than delivering provisions for hours outside the classroom is also a priority for the teaching staff at Turton.

The SEND Department has constructed a very informative hand out for teaching staff, which explains the priorities and QTF (Quality Teaching First). The document aligns with the SEND Code of Practice (2015). The "all eyes" approach is using each member of the teaching staff to observe and report any potential additional needs students.

The "SEND Guiding Principles" document, encompasses listening, understanding, valuing, including and recognising each individual student who has/may have additional needs. It includes practical and cultural implications for those students in school. This document will help all staff, therefore, "Think SEND" is well featured throughout school. The SEND Department is always on hand to offer any assistance to other teaching staff who may require help with those students who may be indicating they have additional needs but also to advise parents/carers who may have concerns.

Each staff member uses the Learning Passports to ensure communication/reporting on those pupils. Training for all staff is regular along with liaising with home/other professionals. This again shows that the policy is being adhered to. The Senior Leadership Team carries out regular learning walks to ensure that each member of staff "Think SEND". This can ensure all staff are up to date with their training and are following the policy. There are TA's who provide daily physiotherapy to one student with additional needs. This goes above and beyond for a mainstream school.

The SEND Department is in constant contact with the parents/carers as it is a 3-way partnership: school - student - parents/carers. With this partnership, the student/parental/carers voices are heard and listened to. As per the policy, it is important to receive feedback on how the student is managing, and their needs.

Diagnostic behavioural assessments are carried out on those pupils potentially showing ADHD, autism anxiety etc. This entails specific advice being given and an action plan is set

up. Each TA is matched up with the students who have their area of expertise. This applies to all EHCP students and some of those at the SEN Support level.

The department carry out access arrangements for the exams, following JCQ regulations. There is a lot on offer for students with additional needs including Lunch and Break clubs which are covered by TA's.

The Learning Hub is still ongoing for students in Year 7, with the students rejoining mainstream in Year 8. Alternative intervention is on offer in place of Spanish lessons which runs through Years 7, 8 and 9.. This provides extra reading and maths lessons for these students with a lower ability to their peers.

The SEND Team are extremely hard working and do go above and beyond for each child. They are aware of the pupils' circumstances in and out of school. They provide them with a safe space to be listened to, heard and understood.

I am profoundly grateful to the whole SEND Department for their continuing commitment to support the pupils and staff at Turton.