Special Educational Needs Provision September 2016

Titus Salt School works to promote the inclusion of all its students through its policies and practice. For those with additional needs it seeks to make available a wide range of provision and, by providing help and support, it encourages these students to make progress and achieve success. We are committed to meeting the requirements of the Children and Families Act 2014 and the Disability Discrimination Act. Our aim is to prepare our students for opportunities, responsibilities and experiences in the wider world.

Children with special educational needs are understood to be those students, with or without an Educational Statement, who have difficulty accessing the curriculum. They will include young people with learning and social, emotional and behavioural needs plus students with physical or sensory difficulties.

Our 'offer' starts from these fundamental principles:

- All students should have their needs met
- The special educational needs of young people will normally be met within mainstream lessons
- The views of the young person should be sought and taken into account
- Parents/carers have a vital role to play in supporting their child's education
- Students with special educational needs should be offered full access to a broad, balanced and relevant education including the National Curriculum
- The school has a responsibility to deliver its curriculum so that **all** students can have the best possible access to it
- All teachers and adults in the school share in this responsibility.

This document is provided to give you an insight into the ways we support all of our students, including those who have additional needs, thus enabling all students to reach their full potential. This is not an exhaustive list of our provisions nor will every student access every provision detailed below. Staff are made aware of all students with a special education need and are kept up to date with any changes to provision. Staff are also given continued professional development throughout the year to support students with additional needs.

Titus Salt School intends:

- To offer access for all students to a broad, balanced and relevant education, including the National Curriculum
- To arrange alternative provision for those students who struggle to access a broad and balanced curriculum

- To provide help and support for students across the spectrum of SEN in order to maximise their potential
- To provide SEN students with the skills to become self-supporting
- To help all students with learning difficulties develop functional literacy and numeracy skills
- To help those with physical or psychological disabilities, promoting skills which will assist in their development
- To help students with English as an additional language to develop English language skills
- To ensure that all teachers see themselves as teachers of students with special educational needs, recognising that they play a primary role in registering concerns, providing appropriately differentiated tasks, learning resources and opportunities
- To encourage students to express their views and participate in target setting and review
- To work in partnership with parents and carers and a range of other agencies
- To integrate with other students wherever possible, those students with special educational needs
- To offer a personalised literacy programme to raise level of achievement in Key Stage 3 (Years 7,8 and 9)
- Detailed seating plans for personalised learning within all lessons across the curricular.

Students can be identified as having SEN when their progress is slower than their peers, or when they receive a wide range of interventions that do not have impact on their overall progress.

Students with an SEN will be categorised into one of the following three ranges.

Range 1/2 - This provision may include additional interventions from within the school resources.

Range 3 - This provision may include additional interventions from within the school resources and specific support from outside agencies.

Range 4 - This provision may include additional interventions from within the school resources and specific support from outside agencies. Students within Range 4 will have an EHCP (Education Health Care Plan) or an Educational Statement.

Access Arrangements and Reasonable Adjustments for Examinations

Access arrangements are agreed before an assessment. They allow candidates/ learners with special educational needs, disabilities or temporary injuries to:

- Access the assessment:
- Show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Examples of reasonable adjustments include:

- A candidate with a Specific Learning Difficulty such as severe Dyslexic tendencies
- A candidate with Attention Deficit Disorder
- A candidate with Asperger's Syndrome which is confirmed by a letter from a consultant paediatrician
- A candidate with severe vision impairment
- A candidate who is profoundly deaf and uses British Sign Language as their normal way of working within the centre
- A candidate with profound Speech, Language and Communication Need

Range 1/2 Provision

All students in Range 1/2 will be based in mainstream classes and have access to Quality First Teaching.

Sensory and Physical Needs	
Hearing Impairment	• Seating plan to accommodate needs • Encourage use of eye contact when communicating with students
Visually Impairment	• Increased font size for classwork and text book work • Potential access to touch typing course. • Seating plan to accommodate needs
Physical	• Access to lift key (where necessary) • Potential access to support in Physical Education lessons • Adapted lesson start and end times (where necessary) • Specialist hygiene room facilities
Medical	• Individual medical plan detailing student needs • Medication stored and dispensed securely
Communication and Interaction Needs	
Autistic Spectrum Disorder	• Access to social skills lesson • Access to specialist Learning Support Assistant
Speech, Language and Communication Needs	• Literacy Intervention programme • Access to social skills lesson
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	• Literacy Intervention programme • Handwriting Intervention programme • Reading Intervention • Additional screening (Irlens/ Dyslexia)
Behaviour, Emotional and Social Development	
Behavioural Need	• Anger management programme • Getting It Right programme • 1:1 mentoring • Adapted timetable • Self – esteem workshops • Key worker through behaviour team
Emotional, Mental Wellbeing	• Access to the school welfare suite and officer • In house counselling service • Access to school nurse • Annual Child protection training for all staff • Optional additional training opportunities for staff linked to specific areas
Social Needs	• Access to break and lunchtime clubs • Access to social skills lesson

Range 3 Provision

All students in Range 3 will access the provision detailed in Range 1 and 2 with the following additional interventions and support.

Sensory and Physical Needs	
Hearing Impairment	• Staff may be required to wear radio microphones/ transmitter • Assigned link member of staff • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4 • Support from Hearing Impaired team
Visually Impairment	• Specialist training on how to effectively guide a student (teaching and support staff) • Enlarged classroom signposts • Additional support in lessons • Adaptive lesson start and finishing times • Use of symbol/ guiding cane • Visual timetable • Specialist equipment provided to adapt school resources • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4 • Support from the Visually Impaired team
Physical	• Additional support in a range of lessons • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4 • Access to support from the Physical Difficulty team
Medical	• Emergency procedures in place to support a student needs • A detailed medical plan • Advice from outside agencies where required • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4
Communication and Interaction Needs	
Autistic Spectrum Disorder	• Specific lessons tailored to the needs of the student • Increased amount of support in lessons • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4 • Access to support from the ASD team

Speech, Language and Communication Needs	• Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Specific activities created to support student's needs • Increased amount of support in lessons • Personalised curricular at Key Stage 4 • Advice from Speech and Language team
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	• Access to Learning Support Centre to further develop understanding of work covered within lessons • Increased amount of support in lessons • Time allocated in school to focus on homework • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4
Behaviour, Emotional and Social Development	
Behavioural Need	• Access to an Alternative provision • Support from the Youth Offending team • Support through behaviour team
Emotional, Mental Wellbeing	• Referral to CAMHS (Children, Adult, Mental Health Service) • Barnardos Turnaround support • Drug and Alcohol support team

<u>Range 4 Provision</u>

All students in Range 4 will access the provision detailed in Range 1/2/3 with the following additional interventions and support.

Sensory and Physical Needs	
Hearing Impairment	• Advice from HI team • Regular appointments from HI team within school hours
Visually Impairment	• Advice from specialist VI team (both habilitation and curriculum link) • Potential access to Learning Support Assistant in Physical Education lessons • Access to iPads and specialist software to support teaching and learning • Detail reports sent to school
Physical	• Support and advice from Physical Difficulties team • Potential transport to and from school • Handwriting intervention
Medical	• Specific specialised training linked to student needs
Communication and Interaction Needs	
Autistic Spectrum	• Specialised support from ASD team

Disorder	• Additional Year 6 transition • Training from professionals from both in and outside school • Colour coded timetable • Organisation home to school folder
Speech, Language and Communication Needs	• Speech and Language referral • Educational Physiologist advice given to school SENDCO
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	• Access to small group teaching for core subjects across Key Stage 3 • Additional Learning Support Assistant allocation • Referral to Learning difficulties team at Education Bradford • Support and advice from Learning Difficulties team • Personalised curricular to support additional literacy needs
Behaviour, Emotional and Social Development	
Behavioural Need	• Link Learning Support Assistant • Access to behaviour programme through school • Personalised timetable
Emotional, Mental Wellbeing	• Referrals through school nurse • Educational Physiologist advice given to school SENDCO
Social Needs	• Additional support in lessons from Learning Support Assistant team

Range 4 Provision (DSP)

All students within our DSP (Designated Specialist Provision) have an existing Educational Statement or Educational Health Care Plan. Students have a wide range of complex learning needs and have access to a range of additional interventions and those offered at Ranges 1- 3 depending on their specific needs.

- Visual timetable
- Life skills lessons
- Conversation group
- Conversation diary
- Sex and Relationship Education
- Small group additional literacy
- Core skills session
- Access to specialist equipment and facilities (sensory tent)
- Kitchen facilities
- Weekly Speech and Language contact
- Open house termly
- DSP termly news letter
- Personalised curricular at Key Stage 4
- College placement at Key Stage 4 and 5
- Work experience placement Key Stage 4 and 5

- Work preparation lessons Key Stage 4 and 5
- Increased level of Learning Support Assistant provision
- Specialised Learning Support Assistant team
- Specialist HLTA (Higher Lever Teaching Assistant)

The information required to be included in the SEND Information Report is stated in **'The Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN Information Report.** This can be found at:

http://www.legislations.gov.uk/uksi/2014/1530/schedule /1/made

Regulation	Question	Response
1. The kinds of special educational needs for which provision at the school	What kinds of SEN do pupils have at your school?	Cognitive and learning Communication and interaction Social, emotional and mental health Sensory and physical.
2. Information, in relation to mainstream schools about the schools policies for the identification and assessment for pupils with special educational needs	How do you know if a pupil needs extra help?	We use information from a range of sources to help identify students with SEND. This information includes; information form parents/carers, primary school transition meetings, end of Key Stage 2 tests, Cognitive Ability Tests (CATs), specialist colleagues and external agencies. Our class teachers, Faculty Leaders and Year Teams closely monitor progress and attainment in all subject areas. Continuous monitoring aids further identification of students with special educational needs.
3a. How the school evaluates the effectiveness of its provision for such pupils	How will I know that my child is making progress?	All students, including those students with SEND, are assessed within lessons on a regular basis according to each faculty assessment points. Teachers formally assess and review progress and attainment three times a year which is communicated to parents/carers through a formal school report. In addition, Parents' Evenings are held once a year as an opportunity to discuss progress, attainment and attitude to learning. Students with an Educational Statement/EHCP have targets and strategies set at their Annual Review. Annual Reviews involve the student, parent/carer, subject staff and other professionals to evaluate those targets and strategies.

3b. The schools arrangement for assessing and reviewing the progress of pupils with special educational needs	How do you check and review the progress of my child and how will I be involved?	The school sends home three reports each year which show your child's current attainment and target levels, this also includes their attitude to learning. Faculty Leaders, Year Teams and other key members of staff monitor and track all student progress and highlight any subject that your child is not making expected progress. A suitable intervention will then be put in place to support your child. All parents/carers are kept are kept up to date with progress being made through reports, Parents' Evening, Annual Reviews and individual meetings where required. The school provides information for parents/carers through our school website, newsletters, letters home and Parents' Evenings.
3c. The schools approach to teaching pupils with special educational needs	How do teachers help pupils with SEND?	Our teachers have high expectations of all students, including those with SEND. All relevant information is disseminated to all teaching and support staff to enable them to adapt their lessons to meet the needs of all students. We have a wide range of interventions that are accessible to all students. Parents/carers are informed if their child has been selected to attend an intervention. All students who have an Educational Statement/EHCP are provided with a key member of staff to act as a link to subject teachers and parents/carers.
3d. How the school adapts the curriculum and learning environment for students with special educational needs	How will the curriculum be matched up to my child's needs? How accessible is the school environment?	Most students follow a traditional curriculum, however, a small number of learners have more personalised curriculum to match their needs. This includes option choices, additional literacy and numeracy, small group teaching and intervention groups. Students in the DSP also have access to additional lessons to further develop their individual needs. Our school is a safe and accessible building with vibrant displays throughout. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help students with SEND

		throughout our school including: lifts to access all areas, disabled toilets and visual markers.
3e. Additional support for learning that is available to students with special educational needs	Is there additional support available to help pupils with SEND with their learning? How are the school resources allocated and matched to children's special educational needs? How the decision is made about how much/what support my child will receive?	We have a wide range of specialist staff to support students with SEND, as required. Resources are allocated based on evidence of need and effectiveness. Students with an Educational Statement/EHCP have resources allocated as outlined in their Educational Statement or EHCP. Learning Support Assistants are allocated, where resources allow, during lessons. Students with an Educational Statement/EHCP have targets and strategies set at their Annual Review. Annual Reviews involve the student, parent/carer, subject staff and other professionals to evaluate those targets and strategies.
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	What social, before and after school and other activities are available for pupils with SEN? How can my child and I find out about these activities? How will my child be included in activities outside the classroom including school trips?	We run a range of activities to support SEND students within Achievement Support including homework club and a social club at break and lunchtime. We also offer a homework session for older students after school when required. All extracurricular activities are open to all students including thoss with SEND. The extra-curricular timetable is available in all form rooms, on a student noticeboard and on our website. Students with SEND are invited to attend a number of both non-residential and residential visits and support is provided where appropriate.
3g. Support that is available for improving the social, emotional and mental development for pupils with SEND.	What support will there be for my child's overall wellbeing?	There is a Wellbeing Suite where students can access counselling, the school nurse and a mentoring programme. We pride ourselves on providing a high level of student support and guidance. We also have an excellent relationship with all the external agencies we work with.
4. In relation to	Who should I	Sian Linney, SENDCO

mainstream schools, the names and contact details of the SEN co-ordinator	contact if I want to find out more about how Titus Salt School supports pupils with SEN and pupils in the DSP?	Jemma Higgins, DSP Leader
5. Arrangements for moving between phases of education	How do we support the transition process?	We recognise that transition can be difficult for any student, particularly for those with SEND. We take steps to include that any transition is as smooth as possible. The SENDCO/DSP Leader will visit primary schools and attend Annual Reviews where possible. Your child will be able to visit on a number of occasions and will access taster sessions. Where possible a planning meeting will take place with the SENDCO at the primary school to ensure all documentation is passed over. We have a Connexions PA in school who works alongside with the post-16 transition team at the Local Authority. They work closely with our Year 11 students and local Post-16 providers to ensure all students have a clear destination pathway.
6. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	What training have the staff supporting children and young people with SEND had or are having? What happens if my child needs specialise equipment or other facilities?	Achievement Support is made up of: Senior Leader Inclusion, SENDCO, DSP Leader, Alternative Provision Leader, Behaviour Interventions Leader, and Learning Support Centre Leader. We also have a team of Higher Level Teaching Assistants and Learning Support Assistants. Within the team we have a range of expertise and training including two Lead LSA's for Autism and LSA's specialising in working with students with complex learning difficulties. Training is provided for all staff, including teachers and LSA's as the need arises. There is an ongoing training programme for all staff as well as opportunities to further develop skills. We can call upon support form specialist organisations from within the Local Authority as well as health and social care services.
	How will I be involved in discussions about	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered

	and planning for my child's education? How will you help me support my child's learning?	by: ▪ Helping them to be organised for their school day (ensuring they have all the equipment they need including books and stationary) ▪ Ensuring full attendance and good punctuality ▪ Completion of homework ▪ Checking and signing the planner ▪ Attending parent meetings ▪ Returning reply slips.
7. The arrangements for consulting young people with special educational needs about and involving them in their education	How will my child be involved in his/her education?	Students are encouraged to take part in Student Council activities, regularly evaluate their work in lessons, attend review meetings, contribute to target setting and review and reflect on their learning and achievements.
8. Any arrangement by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	Who can I contact for further information? Who can I contact if I have a complaint?	In the first instance contact your child's Year Team. For queries relating to students in the DSP, please contact Jemma Higgins directly. Alternatively, you may email enquiries@titussaltschool.co.uk
9. How the governing body involves other organisations including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special	What specialist services and expertise are available at or accessed by the school?	We can access a range of services through the Local Authority. Some of the services we work alongside include teams for: Learning Difficulties, Autism, Physical Disabilities, Visual Impairment, Hearing Impairment, Speech and Language Therapy, Educational Psychology, CAMHS, Social Services, School Community Nurse, Families First. All placements for students with SEND are requested and approved through the SEND team at the Local Authority. Our School Offer has been circulated and

educational needs and in supporting the families of such pupils.		approved by the Local Authority. This is available on our website and on the Bradford Schools Online webiste.