



Special Educational Needs Information Report

Tarleton Academy

(19.2.24) Local Academy Council

Aims of our provision in regards to students with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Cognition and learning,
 2. Communication and interaction,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

What are special educational needs (SEN) or a disability?

The definition for SEN and for disability from the SEND Code of Practice (2014) states:

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is

- ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The kinds of special educational needs (SEN) for which provision is made at Tarleton Academy

Children and young people with SEN have different needs, but the general presumption is that all children with SEN, but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy.

If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the Head a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

How does our school know if children need extra help?

A student has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to students of the same age. Tarleton Academy advocates high quality teaching to be available for the whole class meaning that fewer students need specialist provision.

Tarleton Academy has strong links with the feeder primary schools and as such is able to build on the information that is shared as well as assessing student’s attainment on entry to identify any students making less than expected progress considering their age and personal circumstances. At the same time Tarleton Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, assess what reasonable adjustments can be made where appropriate.

The school uses the **graduated response** as outlined in the Code of Practice (2014)

The following groups of students are made up of children who may not have SEND but there may be an impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Child Looked After
- Being a child of Serviceman/woman

All students with any identified additional needs such as those listed above, and medical needs, are placed on the Tarleton Academy Additional Information List (AIL).

In addition, concerns can be raised by parents/carers, external agencies, teachers, the student’s previous school or the student themselves:

- Regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the student indicates that they have additional needs

What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child’s learning or inclusion then please contact the school Learning Support Team to raise your concern:

- Email: j.higham@tarletonacademy.org (SENCO)
- Telephone: 01772 812644

Parents may also contact the Head direct

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND and what specialist services are available at the school??

The Code of Practice (2014) puts a greater emphasis on improving outcomes for students, setting high aspirations and expectations rather than on hours of provision and/or support. Intervention will be coherently planned and have a tangible impact on the student’s well-being and academic success.

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

1. Classroom observation by the Senior Leadership Team, the SENCO, and Trust staff.
2. Ongoing assessment of progress made by students with SEND,

3. Work sampling and scrutiny of planning to ensure effective matching of work to student need,
4. Teacher meetings and CPD training with the SENCO to provide advice and guidance on meeting the needs of students with SEND,
5. Student and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All students have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These students are then discussed in progress meetings that are undertaken between the subject teacher, the House Progress Leader and a member of the Senior Leadership team and if appropriate, the student themselves.
- Where required, additional action will be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Once a student is identified as having special educational needs then Tarleton Academy will act to remove any barriers to learning and identify any effective provision or strategies to be put in place. This support will take the form of a four- part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the students' needs and of what supports the student in making good progress and securing good outcomes.

This is known as a graduated approach and the four stages are:

- **Assess** – carry out a clear analysis of the students' needs
- **Plan** – decide the interventions and support to be put in place as well as the expected impact on progress and a clear date for review
- **Do** – the class teacher should remain responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching
- **Review** – evaluate the impact and quality of the support and interventions and listen to the views of the student and parents

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, Tarleton Academy

will consider involving specialists, including those secured by the school itself or from outside agencies such as Local Authority Support Services, Children's Social Care, Health such as School Nurse and CAMHS. Parents will be involved in any decision to engage specialist support and will only be undertaken after parent permission has been obtained.

For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Our Learning Support faculty will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be by working alongside them and their teachers.

How will students be involved in decisions regarding provision that can better meet their needs?

Tarleton Academy uses individual Pupil Passports for students with additional needs/SEND.

- Review meetings are held within school to discuss targets and the effectiveness of the action taken so far to meet needs.
- Pupil Passports are initially created by the SENCO but involves the student voice and parental views, encouraging the students to identify their abilities and strengths, their personal targets and the action needed to reduce barriers to learning and social success.

How will the curriculum be matched to each child's needs?

The school follows a graduated approach (detailed above).

All teaching staff follow Quality First Teaching strategies to aid meeting the needs of individual students to ensure progress for every student in the classroom.

- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.
- When deemed necessary the SENCO will create a Pupil Passport to assist all staff working with that student in both structured and unstructured times. This Pupil Passport will be developed in co-production with parents and the student, detailing explicit teaching strategies specific to that individual students' needs.
- Where children do not respond to adaptations and do not make adequate progress, the school will, where possible, provide additional or different interventions to those normally available to all students of the same age.
- In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT or additional adult if available.

All actions taken by the teacher will be recorded and shared with parents

How will parents know how their child is doing?

- Achievement towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings, depending on the individual needs of the student.
- Contact will be made where necessary about significant events in school if appropriate.
- Parents are welcome to communicate with school either via the Enquiries@ email for general enquiries, or if specifically, SEN queries please contact via j.higham@tarletonacademy.org
- Parents are encouraged to arrange an appointment to discuss their child's progress with the House Progress Lead, the SENCO, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01772-812644

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at <https://tarletonacademy.org/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The severity of need determines the frequency of involvement of parents and the number of meetings required to be held. In addition:

- Parents are always welcome to make an appointment. Contact details below.
- The subject teacher or SENCO may suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.
- Parents are actively encouraged to attend Parents Evenings which are either face to face. or virtual, school productions and also apply to be a Local Academy Councillor.

How will the school evaluate the effectiveness of the SEN provision made for students?

School is able to monitor the success of its provision by evaluating a number of factors (including but not limited to):

- Learning is accessible for all students either by adapting timetables or rooming where appropriate.
- Arrangements are put in place to ensure accessibility and safety for all.
- Quality assurance of support and provision by the SENCO
- The progress of SEND students both academically and pastorally via the monitoring of behaviour and attendance.
- The use of the pastoral system and Tutor to monitor student wellbeing.
- Regular meetings with the SENCO
- At least yearly reviews of students with EHCP's and/or in receipt of top up funding.
- Staff usage of the Additional Information List (AIL)

The effectiveness of SEN provision will be measured using both qualitative and quantitative data.

- Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes.
- Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same level prior learning level. This data will be shared with Local Academy Councillors and be judged by external moderators such as Ofsted.

What support will there be for children overall well-being?

TARLETON ACADEMY offers a wide variety of pastoral support for students.

This includes:

- An evaluated Personal, Social, Health and Citizenship Education (PSHCE) curriculum (including relationships) that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student and Parent voice mechanisms are in place
- School has a Pastoral Development Centre staffed by a number of Pastoral Behaviour Managers who are available throughout the day to support student's wellbeing
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills (eg: Lunch Clubs)

Students with medical needs (Statutory duty under the Children and Families Act)

<https://tarletonacademy.org/our-academy/policies>

- Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled on the advice of and in partnership with the school nurse and parents and if appropriate, the student themselves.
- Medical support is offered via the trained First Aiders in school. Staff who volunteer to administer and supervise medications, will complete formal training. School can make referrals for medical support to the School Nurse
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting Students at school with medical conditions (DfE) 2014
- All medicines requiring special administration are held in the General Office and administered in line with safeguarding guidelines
- Support to manage behaviour, attendance and emotional health needs is offered by the pastoral team in conjunction with the Learning Support team and where necessary with the support of professional external providers such as CAMHS and other external agencies.

What training do the staff supporting children and young people with SEND undertake?

Training attended most recently (at three levels – awareness, enhanced and specialist depending upon differing roles in school):

Awareness training:

- How to support students with dyslexia and literacy difficulties
- Autism in Schools Project

Enhanced training:

- Attendance at the half termly ELSA meetings

Specialist training has been provided to the SENCO:

- The school has regular visits from SEN specialist teachers (including but not limited to ASD, ADHD, Hearing Impaired, Teacher for the Deaf) to support the success and progress of individual Students.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted Students.
- The NHS Occupational Therapist/Physiotherapist visits when appropriate to assess plan and support for targeted students
- The LAC Councillor with specific responsibility for SEN will complete the appropriate Training.

All staff (teaching and support staff)

- Safeguarding – including safeguarding children with SEND and additional needs.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Any student with an EHCP will be given careful consideration regarding specific needs and support put in place where appropriate.

How accessible is the school environment?

Accessibility Plan: <https://tarletonacademy.org/our-academy/policies>

The environment is adapted where possible to the needs of students as required. This includes:

- Elevator
- Corridor width
- High contrasting strips within the school for students with visual impairment
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

How will the school support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective students' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for students starting school in September including one planned Taster days (academic and pastoral).
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine and an introduction to their child's Tutor.
- Data collation – KS2 SATs, teacher assessment.
- Literacy assessment
- A team of staff from Tarleton Academy visit feeder primary schools
- The SENCO is available to meet with all new parents of students who may have additional difficulties to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring from another setting, the previous school records will be requested immediately and contact made with parents to identify and reduce any concerns.
- Additional transition sessions – agreed on an individual need basis

Transition to the next school, preparation for adulthood and independent living:

- The transition programme in place for students provides a number of opportunities for students and parents to meet staff in the new school. These opportunities are further enhanced for students with SEND
- The annual review process for students with an EHCP begins the process where parents are supported to make decisions regarding possible future pathways. Local Authority SEND team, Educational Psychologist, Health or other outside agencies, where involved, are also requested to attend.
- Accompanied visits to other providers may be arranged if appropriate.
- For students transferring to local schools, the SENCO's of both schools will meet to discuss the needs of students with SEN in order to ensure a smooth transition.
- The records of students who leave the school mid-phase will be transferred as soon as school is notified that the child has enrolled at another school.

After school:

- Students are provided with careers guidance
The school adheres to the guidance in Careers guidance and inspiration in schools:
 - Statutory guidance for governing bodies, school leaders and school staff April 2014
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
This places a duty on schools to secure independent careers guidance for all Y7-13 Students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages.
 - <https://nationalcareers.service.gov.uk/>
or, examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of

post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
3. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities EHCP funding.
4. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through support that might include:
 - Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
 - In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 - Smaller Group Setting – the SENCO collates information to identify students who have the greatest need and are considered for placement in the Smaller Group. Intervention at this very early stage allows school to extend the transition period for those students less able to cope with the rigours of life in a mainstream secondary school. The teaching group is much smaller than the mainstream classes and although the scheme of work runs in line with the mainstream classes it is pitched at a level which makes it more accessible to the students placed in the smaller class. The group is taught by specialist subject teachers as well as the SENCO and intervention is specifically targeted towards each individual child. Progress is constantly monitored and students are phased back into mainstream at a point during Year 7 or Year 8. These students are identified as SEN due to the fact they are receiving an 'additional and different' provision to their peers.
 - Specific support, advice and guidance is provided to parents and families to improve student's readiness for learning (relating to student's difficulties in attendance, behaviour, physiological and emotional needs etc)
 - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
 - Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)

- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

- The student Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. Details are published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

The school working in partnership with parents and external agencies will take account of views:

- For Students with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO (with advice from specialist subject teachers) and parent to agree the support required.
- For Students with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review, and in conjunction with the Local Authority SEND Team.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with SENCO's, House Progress Lead or Senior Leadership Team member,
- Discussions during parents' evenings,
- Meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

SENCO/Head of Learning Support – Mrs. Jane Higham j.higham@tarletonacademy.org
Assistant to SENCO – Mrs. N Croskell n.croskell@tarletonacademy.org
Phone: 01772-812644

Support services for parents of students with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND.
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Lancashire's Information on this free service is located here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/dispute-resolution-mediation-and-appeals/>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Information on where the Local Authority's Local Offer can be found

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>