



### Our Mission Statement:

At Tor View School together we inspire, learn, enjoy and achieve.

### How do we support children with special educational needs or disabilities?

#### Our Vision

The Governors and staff of Tor View School aim to provide equal opportunities for all through:

- An inclusive ethos of respect, tolerance, and understanding of others' needs which develops and values pupils' self-discipline, independence and autonomy in preparation for adulthood;
- A safe supportive, caring and dynamic school environment which extends into the wider Community where all are valued as educators and partners in school improvement;
- Access to the National Curriculum and the extended school which is designed to accommodate individual pupil needs and to ensure maximum progress;
- An environment where creativity is nurtured and the arts provide a medium for driving forward school improvement;
- The celebration of success and positive outcomes for all.

Our ethos is underpinned by our desire to:

- Develop a nurturing culture of lifelong learning for staff and pupils;
- Promote intellect, physical, social, aesthetic, spiritual and moral development of pupils;
- Inspire communication and independence skills;
- Prepare pupils to control their own lives;
- Help and encourage pupils to become valued employers, employees and members of social groups and communities and uphold British values;
- Promote a healthy lifestyle and a sense of self-worth;
- Develop lively, inquiring, creative minds;
- Ensure that creative and inspirational teaching leads to exciting, enjoyable and inspired learning;
- Maintain the highest personal expectation of each pupil, recognising and developing strengths and talents;
- Engage learners in meaningful work-related learning, developing ambition and enterprise skills and securing best possible post school outcomes;
- Have a wider local, regional and national influence to ensure pupils access best practice and schools within our locality are well supported.



Tor View School is at the Centre of Tor View Specialist Learning Community, the school converted to Academy Status in January 2017 and is part of The Sea View Trust (a Multi Academy Trust with 5 schools and a Specialist Post 19 Institution for learners aged 19-25). We are an outstanding school on the edge of open countryside in the Rossendale Valley of East Lancashire. We provide high-quality education for children and young adults aged 3-19 with a wide range of special educational needs ranging from moderate learning difficulties to profound and multiple learning difficulties, including severe and complex learning difficulties. Throughout the school we provide for pupils with additional needs arising from physical disabilities, sensory impairments and specific conditions including Autistic Spectrum Condition. In addition, we have a specialist resource, the Intensive Support Centre, which accommodates young people with complex needs arising from behavioural and communication difficulties. We are also a National Teaching School Hub. Our Post 19 provision caters for learners with SEND aged 19-25 who are unable to access local college provision.

At Tor View School we aim to provide equal opportunities for all through our inclusive ethos of respect, tolerance and understanding of others' needs. Our goal is to develop and value pupils' self-discipline, independence and autonomy in preparation for adulthood by providing a safe, supportive, caring and dynamic school environment.

Our Ofsted rating is 'Outstanding' and our most recent inspection was in December 2019. The letter confirming our grading can be located on the school's website under the Statutory Information section.

**How do we ensure that children who need extra help are identified early? What should a parent do if they think their child may have special educational needs?**

All pupils who attend Tor View have an Educational Health Care Plan. On starting at Tor View all pupils are baseline assessed across the curriculum. Cognitive, behavioural and physical assessments are also carried out with reference to any Health Advice. An individual Key Skill Care Plan is devised for each pupil recognising their areas of strength and priorities for development. The EHCP is subject to annual review. If you feel your child's needs have changed, please contact the class teacher who will be happy at any time during the year to arrange a meeting to discuss an action plan for your child and to discuss how we can better meet his/her needs.

Pupil Progress is tracked each term against individual end of key stage targets. If a child is not on track to meet their end of key stage target the class teacher/ form tutor or subject lead will put in place an individual intervention to support the child to get back on track. In order to ensure we remain aspirational for all our children if a child reaches target mid key stage our database will automatically extend the target.

**Who will explain my child's needs and progress to me? What opportunities will there be for me to discuss my child's progress?**

The class teacher/ form tutor and Teaching Assistants meet with parents at our Parental Consultation Evenings in the Autumn and Spring terms. In addition, all pupils new to school will have a target setting meeting where baseline assessments are shared. All pupils also have an Annual Review which will involve the class teacher/ form tutor and a member of the Leadership or Senior Management Team. Pupils in the ISC have termly planning meetings. Teachers use 'Class Dojo'-a safe and simple communication app, to share children's needs and their progress.

NHS Health professionals including Speech and Language Therapist; School Nurse; Occupational Therapist; Physiotherapist work part time on site. The school also employs a speech and language therapist, 3 days a week. If a parent wishes to discuss their child's needs with these staff, they can either contact the therapist directly or ask the form/ class teacher to arrange contact. Health professionals provide advice for the Annual Review.

**How will school support my child? How are the school resources allocated and matched to the individual child's needs? How is the decision made about the type and level of support my child needs? How does the school judge whether support has had an impact?**

The support the school provides depends on the child's needs as identified in their EHCP. The class teacher/ form tutor is generally able to answer support related queries but if this is not possible you will be referred to a senior member of staff. Each child has a funding band decided by the local authority and the school makes provision for each child to ensure that they get the right amount of support for their individual needs and that their allocated funding is used to support their learning and support requirements. The school has provision maps to suit particular types of needs and these are individualised for each child.

We have a designated teacher for our Looked After Children, who works alongside the pupil's class teacher to complete the Personal Education Plan (PEP). This process ensures that the money we receive for these learners directly supports their education.



Please note we value independence so we will only put 1:1 support in place where a child's behavioural, physical or medical needs require this input. However, most children will have access to 1:1 support for periods of the day.

Teaching and Learning is regularly monitored to ensure that high standards are maintained and staff are extensively trained in specialist pedagogy. The Key Skills and Care Plans are updated termly.

Termly tracking of progress in curriculum subjects, weekly tracking through the Small Steps to Success (SS2S) and monitoring or progress in other areas e.g. behaviour ensure that the school has an holistic understanding of your child and the effectiveness of their support. As a child's needs change there is sometimes a need to re-visit the banding and increase or reduce the level of support required. These changes take place through the Annual Review process.

All classroom staff support the holistic development of the pupils in the group. Teachers and HLTAs lead lessons and activities; TA3s support the teacher in assessment and planning; TA2s provide targeted support for inclusion, behavioural, physical or medical needs; TA1s support across the day and have a greater role in supporting care needs.

**How are the Governors involved and what are their responsibilities?**

We are part of The Sea View Trust and the Board of Trustees holds the school staff and the Local Governing Body to account.

Our Governors have three key roles:

- (i) **Our Governors provide a strategic view of where the school is heading.** Governors decide their vision for the school and set the framework for how aims will be achieved. Governors review policies and decide on priorities for school improvement. Through the Governors' Summer Conference, they identify key items for the School Improvement Plan (SIP). Governors collect information and take advice on all aspects of school life from the Executive Principal and Head of School but then make their own decisions. Governors monitor the budget and ensure that spending matches the priorities of the SIP.
- (ii) **Our Governors act as critical friends to the school.** As critical friends Governors offer support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. They also challenge, ask questions, seek information, improve proposals and seek to arrive at the best solution for all concerned.

- (iii) **Our Governors hold the school to account for the quality of education provided and the standards that the school achieves.** Governors set challenging targets for the school to achieve in the light of national and local priorities. They also systematically monitor and formally evaluate pupil outcomes.

100% of our pupils have SEND and therefore all functions of the school and activities of the Governing Body are designed to meet the needs of these learners. All Governors attend regular training events to support them in their roles.

#### **How do teachers match the curriculum to an individual child's needs?**

Pupils at Tor View are treated as individuals and the curriculum is carefully balanced to meet the needs of the whole child.



Pupils follow the relevant **formal curriculum** for their Key Stage. Early Years Foundation Stage (EYFS) follow the EYFS curriculum. KS1-KS4 follow National Curriculum. KS4 pupils gain qualifications in Functional Skills, Arts Award, Duke of Edinburgh Bronze Award and where appropriate GCSE's. At KS5 the formal curriculum is complimented by qualifications in Functional and Vocational Skills. The delivery style for the formal curriculum depends on the age and needs of the children in the group.

Pupils also follow a **developmental curriculum** and all pupils have small steps targets set according to their current skills level to enable them to make progress at an appropriate rate. The developmental curriculum is monitored through Small Steps Recording sheets and Small Steps to Success (SS2S). The Key Skills section of the Key Skills and Care Plan (KS/CP) explains the targets that have been set for an individual child.

The **additional curriculum** compliments the formal and developmental curricula ensuring holistic needs are met. This curriculum includes therapeutic intervention, access to specialist teaching methods and specialist resources.

The Care section of the KS/CP details the support required for the individual child.

#### **How will school help me to support my child's learning?**

During Parental Consultation Evenings the class teacher/ form tutor will be happy to offer advice and support on how parents can support their child's learning. In addition, at the Annual Review the targets set and the strategies used in school to support your child will be discussed in detail as will any therapeutic interventions and how these can be implemented at home and at school. The Class Dojo app, can also be used to ask questions and make comments.

The school runs a variety of short courses to support parents, including Makaton, Cygnet, Online Safeguarding, 'Help your child with Key Skills?', 'EDY', 'Understanding STEPS Assessment, 'Help with Homework' and Sensory Processing.

Our Parental Liaison officer provides ongoing support for our parents including signposting to other agencies and supporting parents at meetings. Our Parents support group meets monthly and is a good opportunity for parents and carers to share ideas. School staff are invited to provide support at these meetings as and when this is required.

The school offers homework support for parents/carers on request. Subject leaders for English and Maths explain to parents/carers the homework support they can give and demonstrate how to use the resources effectively.

### **How does my school measure my child's progress?**

Children's progress is measured against age-related expectations and Pre-Key Stage Standards but we recognise that our children's starting points are significantly lower than those of their mainstream peers. Therefore, we measure progress from individual starting points. As a school we set challenging targets in accordance with the available national and local expectations for children with similar starting points. Termly tracking allows us to check that pupils are on target to reach their expected level. Interventions are put in place for any child not meeting their interim targets.

We founded the North West Specialist Curriculum, Assessment & Pedagogy Group 2015 (previously known as North West Specialist Assessment Group) with our Strategic Partners from Red Marsh Specialist School. This is a group of over 30 largely NW based special schools who work together to benchmark progress.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being. How does the school manage the administration of medicines and personal care?**

Our ethos is inclusive and this means we work hard to ensure that all members of our school community feel equally supported and valued.

Pastoral, medical and social support is a key part of the class teacher/ form tutor's role. Our class size is small, generally less than 12 and this means that positive relationships can be formed with children and their families. Where required the school will liaise with external agencies including Social Care and Health to ensure that support is available. The school nurse supports the school with the development of medical care plans for very complex pupils.

The school has a policy with regard to the administration and management of medicines on the school site and unless children are unwell or have a communicable disease every effort is made to support children in their attendance at school. Parents must inform staff if their child requires medication during the day (or at night if the child is intending to take part in a residential). Staff are trained to administer, and witness the administration of, medicines.



The school supports all aspects of personal care and hygiene and has an Intimate Care policy. Many older pupils have showering/ shaving programmes. All care is managed through the care section of the KS/CP.

We have good communication with the transport providers who share concerns on behalf of our families. For parents and carers who provide their own home-school transport a member of staff is available on reception to address and queries. Breakfast club ensures that children start the day feeling ready to learn. Our healthy school rules support children in making healthy lifestyle choices and these are underpinned by a robust PSHCE curriculum and individual support with personal care and independence targets.

Our staff team is large and where required TA support will be directed to support pupils who may be experiencing social, emotional or behavioural issues.

Our school is all age (3-19) and therefore the school provides safe play areas for different age groups to ensure that age appropriate social and play skills are developed.

## What support is there for behaviour, avoiding exclusion and increasing attendance?

The school has a positive approach to behaviour management with clear rewards and sanctions shared with staff, pupils, parents and carers. Our Conduct and Care and Control Policies are designed to support pupils to learn to self-regulate. A small number of pupils require a Conduct Support Plan (CSP) and this details how staff will ensure the safety of the child, others and the school building. All CSPs are regularly reviewed and they are shared with parents (and signed by parents/carers) and carers prior to implementation.



The curriculum is relevant and exciting and break times are well staffed to ensure all pupils are socially engaged and pupils can feel socially involved.

Attendance is monitored by the class teacher. Lateness and absence are recorded and phone calls/Class Dojo messages are made to follow up all unexplained absence. Attendance concerns are raised weekly at SMT and an action plan is developed to support improved attendance. Head teacher awards are made for pupils who achieve a high level of attendance.

In line with national policy parents are advised that the school is unable to grant absence from school in term time requests unless there are clear mitigating circumstances.

Every effort is made to avoid exclusions. However, the school's Conduct Management policy includes a range of sanctions which include internal and external exclusion. These are only used for children who have a level of cognition that means they understand their actions and their consequences. Parents are fully informed of all conduct incidents involving their child and the reasons for the actions the school plans to take. Parents are invited to attend a meeting with their child after any serious conduct incident to allow the child to reflect on their behaviour and consider the other choices they could have made.

## How will my child contribute their views?

Children's and Young peoples' voices are essential to all aspects of school life. Our School Council represents all ages and supports school improvement. Our KS5 students are part of Face Me Theatre, a SEND Theatre Company who tour the Lancashire area sharing their experiences of living with a disability and encouraging mainstream audiences to empathise.

Each child contributes to their Annual Review by attending the meeting and/or completing their own advice form. At Y9 all pupils have a Person-Centred Review to develop their personal Transition Plan.

## What specialist services are available or accessed by the school?

**Health** professionals working from the school premises include:

- School Nurse
- Physiotherapist and Physiotherapy Assistant
- Occupational Therapist

- Speech and Language Therapist and Assistant
- Paediatrician

### Specialist School Staff

Our vision is for all teachers to begin a post graduate qualification by their 3<sup>rd</sup> year of working at Tor View.

- Specific Learning Difficulties (including Dyslexia)
- Down Syndrome-in training
- Makaton Regional and Local tutors
- Specialist swimming instructor
- Autism and Autistic Spectrum Conditions (ASC)
- Speech, Language and Communication
- Hearing Impairment (in training)
- Visual Impairment
- SENCo Award
- Physical needs including Moving and Handling
- Specialist Leaders in Education (SLE): Special Educational Needs and Disability (SEND)
- Specialist Practitioner in Education (SPE)
- Specialist Leader in Cultural Education (SLICE)
- Speech and Language Therapist



School is an accredited National Autistic Society (NAS) provision and has achieved the Leading Parent Partnership Award (LPPA).

### Specialist Facilities Accessed

In order to provide a broad and balanced curriculum and offer a wide study support programme school accesses a range of specialist provision:

- Specialist sports facilities at local high schools, soccer dome and football grounds. Through a link with Burnley Football Club pupils access professional football coaching
- Ski Rossendale
- Haslingden Sports Centre Gym and Adrenaline Climbing Wall
- Bendrigg Lodge, Hathersall Lodge and Tower Wood Outdoor Education Centres
- Wingate Para-Olympic Gymnastics Centre
- Space and Boomerang Multi-sensory Centres
- Monkey Playland Soft Play Centre
- Centre Parcs
- Torgon Gold test Centre, Switzerland

**What training have the staff supporting children with special educational needs, had or currently having?**

All staff are autism and positive conduct management (Team Teach) trained.

Most TAs are trained in

- Autism
- Team Teach
- Moving and Handling
- Personal care
- Picture Exchange Communication System (PECS)
- Makaton
- Feeding and positioning
- Delivery of speech and language programmes
- Delivery of positioning programmes
- Specialist IT
- Basic First Aid

Most teachers are trained in

- Autism
- Team Teach
- Makaton
- ELKLAN Language Programme
- Treatment and Education of Autistic and Communication-impaired Children (TEACCH)
- Derbyshire Language Scheme (DLS) and joint target setting with speech and language therapists (SALT)
- Picture Exchange Communication System (PECS)
- Education of the Developmentally Young (EDY)
- Curriculum Planning
- Total Communication and Alternative and Augmentative Communication (AAC)
- Pedagogy for children and young people with Severe Learning Difficulties (SLD)
- Pedagogy for children and young people with Profound and Multiple Learning Difficulties (PMLD)
- Specialist IT
- Basic First Aid

**How will my child be included in activities outside the classroom including day and residential trips?**

As a school we value educational visits and residential and have a wide Study Support programme to compliment the formal, developmental and therapeutic curricula we offer.

We aim for all pupils to be included and make appropriate modifications and adaptations to achieve this aim. All activities and visits are risk assessed to ensure that pupils



can safely be included. However, where health and safety concerns cannot be addressed alternative educational visits and/ or residential experiences will be sourced more appropriate to the needs of the child.

### **How accessible is the school environment?**

The school is all on one level and both the Main School and Ewood campuses are fully accessible. The school has a number of fully equipped bathrooms to accommodate hygiene and personal care routines. A number of rooms are equipped with overhead hoists and where this is not possible mobile hoists are available.

### **How will school prepare and support my child when joining the school or transferring to another School or College?**



All prospective parents are invited to make a non-prejudicial visit (NPV) to the school, this includes a full tour and an opportunity to discuss their child's needs. Where a child is already in an educational setting we will try wherever practicable to visit them in their current setting. In the first month of the child starting school parents are invited to a Target Setting Review. Some pupils benefit from a gradual introduction to life at Tor View and the transition arrangements are therefore carefully planned for each child.

As an all age school children may attend Tor View for a number of key stages. We try hard to ensure that the child/ young person has an opportunity to grow and mature in their independence as they move through the school and we support transition between key stages with parents' meetings and taster sessions. In Year 9 each pupil attends their Person-Centred Review and draws up a transition plan which is revisited and revised each year until they are ready to leave Tor View. All pupils are supported to transition to their next educational setting with visits and taster days as appropriate. The College Link group is particularly successful in assisting students who transition to Nelson and Colne College, Accrington campus.

Through school we value independence and from the early years we encourage children to do as much as possible for themselves. Our specialist FE provision provides a fully accessible flat for learners to develop their home management skills. We also have catering and horticulture training spaces and a café open to the public where students can develop employability skills. Our extensive work experience programme allows all learners to experience real workplaces.

### **How are parents involved in school life?**

Tor View has achieved the Leading Parent Partnership Award. We are keen to engage with all our parents and carers and to work in partnership to ensure the best outcomes for all of our learners. We have:

- Parent Consultation Evenings
- Coffee Mornings in the Café
- 'Bring your parents to lunch!' days
- Parent Governor roles
- Parent courses
- Parent volunteers

- A thriving Parents' Group
- Parent Liaison post
- An open invitation to Good Work Assembly, Presentation Afternoon and Evenings, shows, shine event...
- Thriving Parent, Teacher, Friend Association – Friends of Tor View (FoTV)

**Who should I contact for further information or to discuss a concern?**

If your child attends Tor View please contact their class teacher/ form tutor. Alternatively, you can contact the Head of Department, one of the Deputy Head teachers or our Head teacher depending on who you feel would be most relevant to your enquiry.

**Who should I contact if I want my child to join the school?**

All admissions to Tor View are managed by the Local SEND Team. Please contact the team who have issued your child's Educational Health Care Plan to ask about admissions. Please note we are an oversubscribed school and we prioritise local children and families.



**SEN Information Report**

Completed 28/09/22

Signed Head of School:

Handwritten signature of Samantha Dillon in black ink.

Samantha Dillon

Handwritten signature of Ellie Lorenzo in black ink.

Ellie Lorenzo

Chair of Governors: