Tottington High School

SEND Information Report 2026-2027

Updated	October 2026
Review Date	September 2027
SLT responsible	K Giermaniuk (Assistant Headteacher)

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Policy development

Policy created on:	Created by:
Member of staff responsible for the Policy	Miss K Giermaniuk
Links to other policies	SEND information Report Disability, Equality and Accessibility Policy Supporting Pupils with Medical Needs Policy
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Version control

Date:	**Version:**	**Updates/changes:**

At Tottington High School, we are committed to ensuring that every child feels valued, supported and able to thrive. We recognise that pupils with Special Educational Needs and Disabilities (SEND) may require different levels of support at different times, and we work hard to ensure that the right provision is in place to meet their individual needs.

We believe that every student should have the opportunity to achieve their full potential, participate fully in school life and feel a genuine sense of belonging within our school community. Our aim is to create an inclusive environment where all pupils are encouraged to develop confidence, independence and a love of learning.

Every teacher at Tottington High School is responsible for the progress, development and wellbeing of all students in their classroom, including those with SEND. While specialist staff and Teaching Assistants may provide additional support, high-quality teaching remains at the heart of our approach.

Supporting pupils with SEND is a whole-school responsibility. We work closely with parents and carers, students, local authority services, specialist providers and external agencies to ensure that support is tailored to each young person's strengths, needs and aspirations.

Through high expectations, strong relationships and a commitment to inclusion, we strive to provide a safe, nurturing and ambitious learning environment where every student can succeed. Our SEND team plays a key role in helping pupils overcome barriers to learning, celebrate their achievements and fully engage in all aspects of school and community life.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC) also known as Autistic spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child and what training have they had?

Our special educational needs coordinator, or SENDCo

Our SENCO is Klaudia Giermaniuk Klaudia.giermaniuk@ths.set.org

Miss Giermaniuk is a qualified teacher with 15 years' experience. She has attained the National Award in Special Educational Needs Co-ordination. She has held various roles in different schools, including Trust SENDCo. She also holds the National Professional Qualification for Senior Leadership.

Deputy SENDCo

Our Deputy SENDCo is Mr Ewan McDonough.

The Deputy SENDCo supports the SENDCo in ensuring that pupils with SEND receive appropriate support to access learning and achieve their potential. The role involves working closely with staff, parents, external agencies, and pupils to identify needs, implement effective interventions, monitor progress, and promote inclusive practice across the school. The Deputy SENDCo also contributes to statutory processes, including EHCP reviews, and helps ensure that SEND provision is delivered in line with current legislation and the school's SEND policy.

SEND Governor

Our SEND Governor is X.

The role of the SEND Governor is to champion the special educational needs of the students, to seek evidence that the policies are achieving the required results and that learners with special needs are achieving levels of progress that all learners strive for.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN.

Teaching staff are regularly updated on SEND news and research via briefings and training sessions.

All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support. Teachers at Tottington High School are committed to the belief that every teacher is a teacher of SEND.

The SENDCo offers bespoke support for classroom teachers on the main additional needs in school and then subsequently individual support strategies for students. This ensures quality teaching for all students.

Staff have also received training from Bury Vision and Hearing Impairment/Deaf Education Service.

Teaching Assistants (TAs)

We have a team of 9 Teaching Assistants (TAs), including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

This list is not exhaustive.

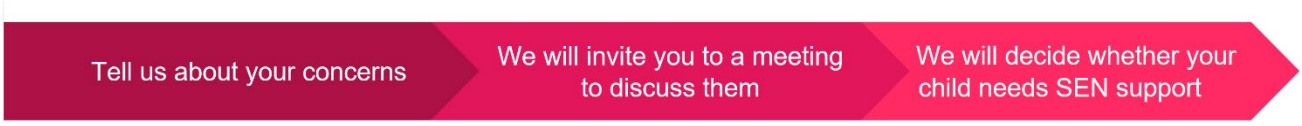
3. What should I do if I think my child has SEN?

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

If you think your child has a special educational need, your first point of contact is your child's teacher. You can contact your child's teacher via the main school office number 01204882327.



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENDCo, Miss Giermaniuk, who will be in touch to discuss your concerns.

You can also contact the SENDCo directly.

klaudia.giermaniuk@thse.set.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

There are a range of methods on how potential additional needs are investigated and identified.

Classroom teachers and Pastoral staff can submit referral requests to the SENDCo who will consider the student's needs on an individual basis, with follow up actions being planned.

Follow up observations, screening and collaboration between teachers and parents/carers are likely to occur to identify further needs. Parents/carers may identify certain types of behaviour at home as such we welcome contact from parents/carers to discuss needs further. The SENDCo will always listen to parent/carer concerns.

As part of the investigation process into whether a student has additional needs, the school will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions along with potential screening through a range of screeners available.

We will work with external services such as Educational Psychologists, where specialist support is required.

If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND folders will also be passed onto the SEND department.

As an educational setting, we cannot diagnose neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations. This may include CAMHs, Speech and Language services or Story So Far.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND. **Based on this if a student has lower than expected progress, this will not automatically identify them as SEND.**

As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the SEND Register and email communication.

SEND Waves of Intervention Model using a Graduated Response

Wave 1 High Ordinarily Available Inclusive Provision which takes into account the learning of all students in the classroom. Classrooms will be inclusive learning environments and work will be scaffolded and adapted appropriately to ensure the progress of students.

Wave 2 Where teachers have demonstrated that the needs students require further intervention than Ordinarily Available Inclusive Provision, students can be referred for small group and time-limited interventions. Students may also have access to discreet provisions to support their identified SEN, including access to the Our Space (school's SEND provision), Key Adult support or social and emotional coaching via pastoral interventions.

Wave 3 Additional high quality bespoke interventions. This is targeted provision for a small number of students to meet specific needs and may involve support from external agencies.

5. How will the school measure my child's progress?

Regular monitoring of the quality of provision for all students, including those with SEND, follows the school's assessment and monitoring calendar.

In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly. As part of this graduated approach, parent/carer and student voice are integral to the review.

We will follow the 'graduated approach' to meeting your child's SEN needs.

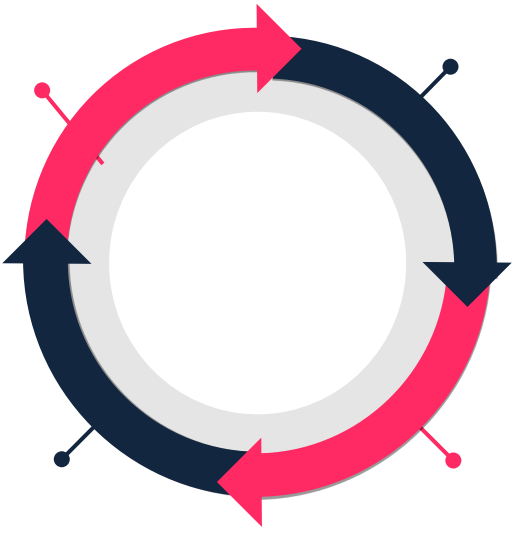
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support.

At this point it may be appropriate for your child to move from SEN support to monitoring as their need has been met and they no longer need something "different from or additional to" that which is ordinarily available.

For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide regular reports on your child's progress, in addition you will be invited to a parent/carers evening to meet with your child's teachers and discuss progress.

We are proud of the strong positive relationships we develop with parents/carers and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents/carers prefer, whether this is email, telephone call or face to face meetings. The level of this contact may vary, dependent on the individual need of the student and their parent/carer. Students and parents will always be included in decisions on assessment and provision.

Formal Annual Reviews are held for all students who have an Education, Health Care Plan; these provide parents/carers with the opportunity to express their views on their child's progress and provision.

If you have concerns that arise between these meetings, please contact the school.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Students are invited to attend annual reviews, parent/carer evening and additional review meetings to discuss their progress and provision with key members of staff and their parents or carers.

Some students with SEN are allocated a Key Adult. The Key Adult will meet with students regularly to discuss progress and are available for students to use as a first port of call when required.

8. How will the school adapt its teaching for my child?

The Equality and Accessibility Policy includes information about our offer for increasing the extent to which some of our students can participate in the curriculum.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

Ordinarily Available Inclusive Provision is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will scaffold (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, coloured overlays, visual timetables, larger font, etc.
- Teaching Assistants will support some pupils in the classroom, small groups or 1:1
- Working with external agencies where appropriate
- Providing a broad and balanced curriculum

Students with SEN are placed on the SEND register, within I Know My School document which outlines additional strategies for staff to apply.

We may also provide the following interventions:

- Reading interventions, including Bedrock
- Connect and Shine
- Red 2 Blue
- Soft Start
- IDL Maths
- IDL English

We work with the following agencies to provide support for pupils with SEN:

- CAHMS
- SEND Support Service
- Educational Psychologists
- Hearing and Visual Impaired Service
- School Nurse
- Connexions - careers advice
- Local Colleges and Universities
- Bury Information and Advisory Service

These interventions are part of our contribution to Bury's local offer.

Bury SEND Local Offer - Bury Council

The school provides a range of specialist equipment and facilities to support pupils with SEND, including assistive technology such as laptops, reading pens, sensory resources, tailored learning materials, intervention spaces and access to adapted environments where required. Equipment and provision are reviewed regularly to ensure that pupils can access learning, participate fully in school life and make progress from their individual starting points.

9. How will the school evaluate whether the support in place is helping my child?

Student voice and parent/carer contribution is important to us in reviewing our provision. Narrowing the gap between SEND and Non-SEND students remains a high priority as we strive to ensure those with SEND achieve within their GCSEs, demonstrating no limits and high ambitions. In order to achieve this, our culture of high expectations is embedded from Year 7 and throughout KS3 to KS4.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after every cycle
- Using pupil questionnaires and Pupil Voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Classroom observations/learning walks
- Scrutiny of SEND students work
- Holding an annual review for students with an EHCP

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More Teaching Assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

Where the value of a learner's additional needs are greater than £6,000, then the learner is classified as having "High Needs" and an application for funding from the High Needs Block will be made to the Local Authority.

Where a learner has needs within the realm of Sensory Difficulties i.e. visual and/or hearing impairment, the Sensory Needs Team in consultation with the SENDCo will provide an appropriate and agreed level of support including the provision and monitoring of specialist equipment.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including any residential trips. All pupils are encouraged to take part in any other school activities such as sports days, rewards activities or charity events.

We aim to limit any barriers that would limit students being able to attend and participate in such events. We would support creating reasonable adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

This report is in line with the statutory requirements of the 1996 Education Act. It should be read in conjunction with the Academy's Equalities Policy and the Equality Act statement.

The policy has been written with reference to the SEND Code of Practice 2015 and Part 3 of the Children and Families Act 2014. Please refer to our admissions policy.

Students with additional needs will apply to Tottington High School via the usual admissions process as outlined in the admissions policy.

Students with an Education, Health and Care Plan (EHCP) that name Tottington High School will apply during their Annual Review process in Year 6 which will be supported by the Local Authority SEND

team. Students with an EHCP will be given priority over other admissions. For further advice on primary to secondary transfer for students with an EHCP, please contact the Special Educational Needs section of the Local Education Authority you live in.

In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavour to provide effective educational provision for all students.

Where a Local Authority proposes to name Tottington High School in an EHCP in accordance with Section 324 of the Education Act 1996, the school will make a written consultation response outlining whether a student's needs can be met. Based on the consultation response from the school, the Local Authority will then determine whether Tottington High School is able to provide appropriate provision to meet the needs of the student.

When a student is allocated a place at Tottington High School, the SENDCo will make contact with the feeder primary school, or previous placement and arrange visits and/or meetings with teachers and parents/carers to discuss appropriate provision.

13. How will the school support my child's mental health and social development?

In line with national trends, Tottington High School is seeing an increasing need for SEMH provision due to a range of factors, including overstretched NHS services.

As per other interventions, the school operates a waved approach to wellbeing support, which starts off with increased pastoral support leading up to a referral to Mental Health Support Team or Core CAMHS.

We provide support for students to progress their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council and student voice.
- Students with SEN are also encouraged to be part of all parts of the curriculum to promote Social, Emotional and Mental Health, e.g. teamwork/building friendships.
- Each Year group has a dedicated Pastoral Team Manager.
- Students with SEN have access to Our Space at social times.
- We have a 'zero tolerance' approach to bullying.

14. What support will be available for my child as they transition between settings, or in preparing for adulthood?

Transition is carefully planned at Tottington High School both on entry and exit.

The SENDCo works with our Pastoral Team throughout these important time periods.

With regards to entry into Tottington High School, there are transition events for both parents/carers and students to become familiar with the school.

We also offer enhanced transition for those students whom primary schools deem to require an additional visit.

At the end of year 11, students with SEND will be supported with their transition through meetings with SEN teams at their post 16 provider to share crucial information on their needs, current provision and exam arrangements.

Students will have personal meetings arranged with a careers advisor. This will support applications for college, liaise with parents/carers about open days, support with travel training and the transition to a Post 16 placement. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

To support students with the next stage of their education, preparing for adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.

15. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher is Miss Giermaniuk. In collaboration with the Virtual School, Social Workers and carers, she will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy. Policies | Tottington High School

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.
If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bury's local offer. Bury publishes information about the local offer on their website:

Bury SEND Local Offer - Bury Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

http://www.barnardos.org.uk/burysendiass.htm

Should you have any concerns about your child in relation to SEN or about the provision they are receiving, please contact the SENDCo directly: Klaudia.giermaniuk@ths.set.org

18. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

- **CAMHS** – Child and Adolescent Mental Health Services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages