



School Information Report

SEND Provision at Tarporley High School and Sixth Form College

'A Whole School Approach to Access, Participation and Achievement'

Section 1:

What kinds of special educational needs does Tarporley High School and Sixth Form College make provision for?

We are an 11-18 Academy School and Sixth Form College situated on an open site on the outskirts of Tarporley. We are proud of the excellent reputation that the school has long held in the local area and beyond. Our most recent Ofsted Inspection in March 2014 rated us outstanding in all areas, including our provision for students with



special educational needs and/or disabilities. We are an inclusive school that expects all our students to work hard, behave well and to achieve their best. We have provision to meet the needs of most students from a broad range of areas included within the new SEND Code of Practice (DfE, 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Section 2:

How would Tarporley High School and Sixth Form College identify and assess my child's special educational needs?

Tarporley High School and Sixth Form College has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised and we identify need at the earliest point using teacher assessments and recommendations, along with nationally standardised assessment tools. We take into consideration all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress arises from SEN and/or a disability. The new SEND Code of Practice states that "a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (DfE, 2014).

Section 3a:

How does Tarporley High School and Sixth Form College evaluate the effectiveness of provision for students with special educational needs?

We have a robust system of reviewing our provision using The Ofsted framework for self-evaluation. Curriculum Reviews are carried out each academic year which includes evaluating:

- Whether the individual needs of all students are being met, including those with SEND
- Whether they are making expected progress

Section 3b:

How will Tarporley High School and Sixth Form College assess and review the progress of my child?

All teachers at Tarporley High School and Sixth Form College are responsible and accountable for the progress and development of the students in their class, including when students access support from teaching assistants or specialist staff. Regular assessments will be carried out and progress monitored by classroom teachers. Any students making less than expected progress given their age and individual circumstances should be identified and the new SEND Code of Practice highlights that “the first response to such progress should be high quality teaching targeted at their area of weakness” (DfE, 2014). The SENCO will continue to monitor student progress for each student with SEND across curriculum areas.

Section 3c:

What is Tarporley High School and Sixth Form College’s approach to teaching students with special educational needs?

Tarporley High School and Sixth Form College aims to provide all students with a lively and stimulating learning environment with full access to a broad, balanced, relevant and differentiated curriculum. We have an inclusive ethos and believe all students are capable of achieving their full potential irrespective of their learning differences. The new SEND Code of Practice states that mainstream schools must “ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN” (DfE, 2014).



Section 3d:

How does Tarporley High School and Sixth Form College adapt the curriculum and learning environment for students with special educational needs?

The new SEND Code of Practice teaching, differentiated for responding to pupils who have or result, quality first differentiated teaching is the first step in responding to students who may have SEND at Tarporley High School and Sixth Form College. Teachers regularly review the quality of teaching for all students, including those with SEND, ensuring that all students within their classes have appropriately differentiated learning activities and/or teaching methods which takes into account their individual needs. All staff have access to a 'student profile' giving all relevant information on students with SEND, including teaching and learning strategies to be used within the classroom.

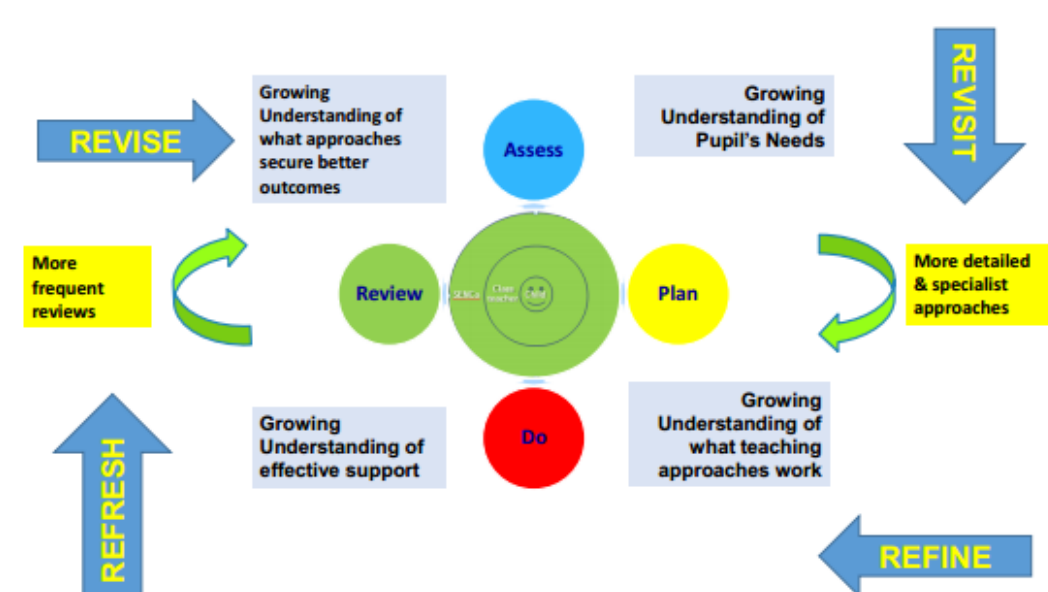
emphasises that "high quality individual pupils, is the first step in may have SEN" (DfE,2014). As a

Section 3e:

✚ How is the decision made about the level of support my child receives?

Tarporley High School and Sixth Form College ensures that systems are implemented which enable students with additional needs to be identified and offered an individual learning support programme. Students with SEND have their provision mapped and additional intervention and support is personalised to ensure each individual makes progress. This is known as the graduated approach (see diagram below) and follows a cycle of assess, plan, do and review. Where school based intervention is not making the required impact, the advice and support of external agencies (if not already involved) may then be obtained such as speech and language, autism team and educational psychologists. The school may then decide to apply for additional funding in order to meet the complex needs of some students.

1. High Quality Teaching *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN.*
2. Targeted Provision *Teacher and SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review*





Section 3f:

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

Tarpoley High School and Sixth Form College have an outstanding extra-curricular programme. Inclusion is at the heart of everything we do and every student has the opportunity to access trips. Full risk assessments are carried out for all off-site activities and provision is differentiated and support provided. If an activity is not deemed appropriate, alternative activities are organised.

Section 3g:

What support is there for my child's overall well-being?

We celebrate positive relationships and students are rewarded for their effort and commitment through our excellent rewards system. We are a caring and supportive community in which everyone is valued and respected. We foster students' self-esteem and self-confidence so as to provide the best possible chance of a mature, informed and healthy life. Tarpoley High School and Sixth Form College is alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement and as a result, the SEND Inclusion Team works closely alongside the Pastoral Team in order to provide a joined up approach to supporting our students overall well-being.

Section 4:

Who do I contact for more information about special educational needs at Tarpoley High School and Sixth Form?

Miss Sarah Shaw is the SENCO – Inclusion Leader and is available to discuss any issues related to students with special educational needs and disabilities.

Section 5:

What training is provided for staff at Tarpoley High School and Sixth Form College in relation to children and young people with special educational needs?



It is clear that “additional intervention and support cannot compensate for a lack of good quality teaching” (DfE, 2014). At Tarporley High School and Sixth Form College guidance and information is provided to all staff about how to identify and support students with additional needs within the classroom through quality first differentiated teaching. We have regular continuing professional development activities through our ‘Sharing Best Practice’ programme in order to support colleagues in providing high quality teaching which is differentiated and personalised. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs and/or disabilities most frequently encountered.



Section 6:

✚ How accessible is Tarporley High School and Sixth Form College?

The school has systems in place to ensure all areas of the school have fullest possible access for those with SEN and/or disabilities. The SENCO liaises with the school’s Business Manager regarding the needs of individual students prior to admission. Protocols are in place for emergency evacuation in line with agreed standards. In terms of access to written information, material can be provided in alternative formats if requested and according to identified needs. This information is included within our Accessibility Plan.

Section 7:

✚ What are the arrangements for consulting parents of children with special educational needs at Tarporley High School and Sixth Form College? How do parents get involved in their child’s education?

Consultation with parents of children with special educational needs and/or disabilities is on-going at Tarporley High School and Sixth Form College. In terms of primary transition, prospective students and their parents are welcome to visit the school for a tour and meeting in order to discuss their child’s needs and how we might be able to meet those needs. Once a child has started at Tarporley High School and Sixth Form College communication happens through pre-arranged meetings with the SENCO or communication via email or phone. If a child has a Statement of Special Educational Need or an Education, Health and Care Plan an Annual Review Meeting will take





place during the year in order to review the child's Statement or Plan. This is in addition to normal parent-STAR day and parents evenings which provide parents with an opportunity to speak to subject teachers and the pastoral team about their child's progress. Other information events are planned during the year to further support parents during particularly important transitions such as 'Year 9 Options Evening' and 'Sixth Form Open Evening'. Students also receive a full report during the school year. Parents are actively encouraged to attend these school events in order to discuss progress.

review the child's Statement or Plan. school communication such as our which provide parents with an

Section 8:

- ✚ **What are the arrangements for consulting students with special educational needs at Tarporley High School and Sixth Form College? How are they involved in their own education?**



Student voice is an integral aspect of the school ethos at Tarporley High School and Sixth Form College. All students, including those with SEND, have the opportunity to be involved in the running of the school through the school council or through the lead learner programme. The SENCO makes it a key priority to have a one to one meeting with as many children as possible who are on the SEND register. In

addition, students are invited to meetings or to contribute their views and information prior to the meeting. Within our STEPS facility there are also regular questionnaires and comment cards given to students in order to ensure their voice is heard and this feedback helps to inform the future vision for SEND provision at Tarporley High School and Sixth Form College.

Section 9:

- ✚ **What do I do if I have a concern about the provision made at the school for my child?**

In the first instance, we encourage you to contact your child's form tutor or subject teacher. If you still have concerns, then please contact the SENCO or Year Achievement Leader. In the unlikely event that your complaint is not resolved you may contact a member of the Senior Leadership Team.

Section 10:

- ✚ **What specialist services and expertise are available at or accessed by Tarporley High School and Sixth Form College in order to meet the needs of students with special educational needs and support their families?**



Every teacher is responsible for includes students with additional Sixth Form College we have a culture with students with SEND to include them in all the opportunities available, to facilitate their participation and to ensure that they achieve well. This should be achieved through high quality provision or quality first teaching within the classroom. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. This is always our first response in supporting students with SEND. In addition, we also provide school based intervention such as our STEPS Literacy Intervention and Mentoring programmes.

every student in their class; this needs. At Tarporley High School and that expects those working directly

“Where a student continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies” (DfE, 2014). At Tarporley High School and Sixth Form College we may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. Parents will always be involved in any decision to involve specialists which may include speech and language, autism team and educational psychologists. The Local Authority may provide the school with additional funding in order to make provision for additional staffing or other resources.

Section 11:

How do I contact any external support services?

External support services can be accessed via referrals from school, your own GP or through the local authority. Cheshire West and Chester’s Local Offer has the details of services that are available within the local area at www.westcheshirelocaloffer.co.uk. In addition, the Information, Advice and Support Service (formerly Parent Partnership Services) may also be able to support you. Please see the ‘Information, Advice and Support Service’ document on the school website.

Section 12:

How do you prepare my child for joining your school or transferring to another school or college? How would they be prepared for adulthood and independent living?



The new SEND Code of Practice include planning and preparation for the transitions between phases of education and preparation for adult life” (DfE, 2014). To support transition from Key Stages 2-3, we offer a structured induction programme for children once they have chosen to attend Tarporley High School and Sixth Form College, which involves liaising with our local feeder primary schools. In addition, we organise further visits for our SEND students to visit STEPS (our Inclusion Resource Centre). Where necessary, additional visits/meetings can be arranged to enhance this process. To support transition from Key Stages 3-4 and Key Stages 4-5, we will seek to provide information and guidance to parents/carers and students to ensure those students with SEND are supported by the school and any other available agencies such as the Young People’s Services through the decision making process.

states that “SEN support should



Section 13:

- ✚ **Where can I get further information on where the local authority’s local offer is published?**

The information in this report forms a part of Cheshire West and Chester’s Local Offer which can be accessed at www.westcheshirelocaloffer.co.uk. Please also see the ‘Local Offer’ document on the school website.