



## Todmorden High School SEN Local Offer

At Todmorden High School we strongly believe that education holds the key to the life chances of our young people and that all deserve the opportunity to succeed. We have high aspirations and expectations for all our students including those with special educational needs and it is these aspirations that drive teachers to deliver challenging yet accessible lessons to all groups of students.

The following details Todmorden High School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.

<b>Contact Details</b>	
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<b>Address</b>	Todmorden High School Ewood Lane Todmorden Lancs OL14 7DG
<b>Email – School Office</b>	admin@todhigh.co.uk
<b>Age Range</b>	11 - 18
<b>Funding</b>	
<b>Special Educational Needs Co-ordinator (SENCo)</b>	Gemma Cooper
<b>Email - SENCo</b>	g.cooper@todhigh.co.uk
<b>SEN Governor</b>	Dave Leggett
<b>Date of report</b>	10.10.2018
<b>Date for review</b>	September 2019

<b>Polices for Identification and Assessment of Pupils with SEN</b>
<i>Add link to SEND and Safeguarding on website</i>

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and or the email addresses above to contact school.

<p>How will Todmorden High School support my child?</p>	<ul style="list-style-type: none"> <li>• Access to a broad, balanced curriculum that is well differentiated and takes account of different learning styles and children’s interests.</li> <li>• Quality of teaching and learning is well monitored by highly experienced leaders.</li> <li>• Rigorous pupil tracking system ensures all student progress is regularly monitored and underperformance is identified early.</li> <li>• Professional dialogue between staff to ensure early identification of possible barriers to learning.</li> <li>• School marking and feedback policy ensure students receive clear guidance of what they have done well and their next steps for learning.</li> <li>• Use of student planners to communicate strengths and targets between home and school.</li> <li>• Dedicated SENCO 2.5 days per week</li> <li>• 4 formal reporting points to parents; Parents’ Evening, 2xSTARS (progress data) report, 1 extended STARS report.</li> <li>• Year 7 transition programme with Form Tutor evening in the first half term of Year 7 to ensure early identification of any potential barriers to learning</li> <li>• Broad and varied choice of extra-curricular activities accessible to all students.</li> <li>• Clear Rewards and Behaviour policy in school which is applied consistently by all staff and applies to <b>all</b> students.</li> <li>• Student Council where students can express their views and inform policy and decision making within school.</li> <li>• The Student Learning and Progress Team (SLPT) provide support to students and families in a broad range of areas to ensure potential barriers to learning are removed. This team includes 3 TAC (team around the child) Officers, School Safeguarding Officer, Community Engagement Officer, 3 Literacy and Numeracy Mentors, 2 Learning Support Assistants, Learning Managers, SENCO and our Assistant Head teacher with responsibility for Personal Development Behaviour and Welfare.</li> </ul>
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> <li>• Use of the student Journal to communicate between home and school.</li> <li>• Parents Evenings</li> <li>• Student progress reports</li> <li>• Weekly Head teacher newsletter</li> <li>• Joint development of Pupil Passport Documents</li> <li>• Student Voice</li> <li>• School Website</li> <li>• Parental Questionnaires</li> <li>• Student Questionnaires</li> <li>• The Student Learning and Progress Team (SLPT) provides keyworker support to identified students and acts as single point of contact for parents.</li> </ul>
<p>How do we help a child with physical disabilities?</p>	<ul style="list-style-type: none"> <li>• Multi agency consultation completed once request for place received to assess accessibility and address any issues arising.</li> <li>• School building is fully compliant with the Equality Act 2010 regulations.</li> <li>• Lifts to two floors.</li> <li>• Flexible Timetabling to ensure access to the full curriculum as some areas of the building are not fully accessible to students with mobility difficulties.</li> <li>• Disabled toilets with specialist adaptations to facilitate independent toileting.</li> </ul>

	<ul style="list-style-type: none"> <li>• Showering facilities</li> <li>• Every class has access to equipment which assists writing: angled boards, pen grips, and specialist writing apparatus when required.</li> <li>• Use of differentiated sports equipment</li> <li>• Variable height chairs and tables available</li> <li>• Team of staff trained in moving and handling.</li> </ul>
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> <li>• Social use of Language programme delivered in our Ewood Centre by our trained TAC Officers.</li> <li>• 2 qualified Nurture Group Practitioners deliver sessions to support effective communication.</li> <li>• Delivery of individual programmes developed by the speech and language therapists.</li> </ul>
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> <li>• Use of ICT to support learning for Visually Impaired students</li> <li>• Regular liaison and advice obtained from the Specialist inclusion Service.</li> <li>• Staff awareness of individual needs to ensure resources are accessible in all lessons.</li> <li>• Student awareness sessions about individual difficulties when required</li> </ul>
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> <li>• The Student Learning and Progress Team (SLPT) includes 2 qualified Nurture Group Practitioners and our safeguarding officer who can offer a variety of individual programmes to support students socially and emotionally.</li> <li>• Keyworkers allocated to identified students. These provide a single point of contact for parents and the young person.</li> <li>• Social and Emotional Aspects of Learning delivered as part of Nurture Group programme.</li> <li>• Brunch and Lunchtime support for vulnerable students in the Ewood Centre</li> <li>• Before and After school club in the Ewood Centre</li> <li>• School Safeguarding officer with mentoring role for individual students</li> <li>• Community Learning Manager who works with both home and school.</li> <li>• Access to specialist support for ASD students via the Specialist Inclusion Service</li> <li>• Delivery of personalised programmes for students with ASD to support their understanding of social situations.</li> <li>• Parent Liaison to support specific difficulties</li> <li>• Family support offered by the Students Learning and Progress Team (SLPT)</li> <li>• Single Assessment (previously CAF) process used in school to support vulnerable students and their families</li> <li>• 1:1 coaching and mentoring provided by the TAC team.</li> </ul>
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> <li>• SLPT provides targeted support for individual students to reduce the risk of exclusion in the form of mentoring, coaching and nurture provision</li> <li>• Alternative provision for exclusion provided through seclusion</li> <li>• Family Liaison to remove potential barriers to learning</li> <li>• Community Engagement Manager who works with both home and school to ensure excellent school attendance for all students</li> <li>• Single Assessment/Early Intervention Plan process used in school to support vulnerable students and their families</li> <li>• Clear Behaviour and Rewards Policy in School</li> <li>• Form Tutor and Learning Manager Monitoring of Behaviour and use of journal report system.</li> <li>• Broad and varied programme of extra-curricular clubs to improve engagement.</li> <li>• Breakfast and after school clubs in the Ewood Centre.</li> </ul>

	<ul style="list-style-type: none"> <li>• School Counsellor</li> <li>• Nurture group</li> <li>• Some in class support where necessary</li> </ul>
How do we help a child who needs support with literacy?	<ul style="list-style-type: none"> <li>• Teaching staff are accountable for the progress of all students and use information included in pupil passports to plan lessons that are well differentiated to meet the needs of all students in the classroom</li> <li>• Team of staff consisting of 2 qualified teachers with responsibility for developing targeted Literacy skills</li> <li>• Targeted programmes delivered in small groups to improve basic Literacy skills.</li> <li>• Catch – up Literacy programme for students who start Year 7 below National Average</li> <li>• Dyslexia support through a variety of specialist programmes eg, Toe by Toe, Turnabout, Beat Dyslexia</li> <li>• Strong links between the English Curriculum programme of study and small group intervention</li> <li>• Pupil passports to ensure cross-curricular focus on individual targets for improvement in Literacy in all subjects</li> <li>• Accelerated Reader programme for all students in Year 7</li> <li>• Whole school Literacy policy</li> </ul>
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> <li>• Teaching staff are accountable for the progress of all students and use information included in pupil passports to plan lessons that are well differentiated to meet the needs of all students in the classroom</li> <li>• 1 Numeracy mentor who works closely with the Maths faculty and delivers targeted programmes of numeracy support to individual students</li> <li>• Small group teaching for specific needs</li> <li>• Use of specialist resources to support Numeracy skills, eg, Numicon, Springboard</li> <li>• Close Liaison between Maths Faculty and the Numeracy mentor to ensure clear links between the Maths Curriculum Programme of Study and the work of the intervention group</li> <li>• Catch-Up Numeracy Delivery for students who start Year 7 below National Average</li> </ul>
How do we support a child who has medical needs?	<ul style="list-style-type: none"> <li>• Health Care plans for all students with specific medical needs</li> <li>• Students with medical needs issued a key fob to allow them access to key areas of the building at all times where required</li> <li>• Team of qualified First aiders in school</li> <li>• Medical room with provision to store medication in school</li> <li>• Liaison with Medical Needs Team to support students who may be unable to access school</li> <li>• Toilet Pass issued when necessary</li> <li>• Liaison with the School Nursing Service</li> </ul>
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> <li>• Literacy Team Intervention</li> <li>• Access to ICT translation software when necessary</li> </ul>
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> <li>• Risk Assessments</li> <li>• Close Liaison with local special school if necessary</li> </ul>

<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> <li>• The Student Learning and Progress Team provides key worker support. This team includes 3 TAC (team around the child) Officers, Community Engagement Officer, Literacy and Numeracy Mentors and Learning Managers.</li> <li>• Risk Assessments</li> <li>• Intimate Care Policy</li> <li>• Health Care Plans</li> <li>• Single Assessment</li> <li>• 1:1 support where appropriate</li> <li>• Training in Moving and Handling</li> </ul>
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>• All extra-curricular clubs in school are accessible for all students</li> <li>• School trips are planned to accommodate individual student needs</li> <li>• Parents/Carers consulted prior to trips for advice a guidance</li> <li>• Stringent Risk Assessment and trip planning procedures in place to ensure safety of all students</li> <li>• All trips and visits are equality assessed</li> </ul>
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> <li>• Children with Statements of SEN/EHCPs are not admitted through the general school admissions arrangements and are placed in schools through the statement/EHCP process.</li> <li>• SENCO visit to feeder primary schools to share important student information prior to transition</li> <li>• Mini transition visits for both SEND and vulnerable students</li> <li>• Literacy testing available prior to transition for those students highlighted by feeder primary schools</li> <li>• SENCO attends Annual Reviews for children with an Education Health and Care Plan whilst in year 6 and occasionally when necessary in Year 5 to plan extended transition.</li> <li>• Close liaison with other agencies involved with the young person and/or their family.</li> <li>• Transition between Key Stage 3 – 4 coordinated by a member of the Senior Leadership Team</li> <li>• Close liaison with parents when selecting options for GCSE</li> <li>• Transition to post-16 supported through working with the Careers advisor in school</li> <li>• SEND information shared with post-16 providers</li> <li>• Individual visits to post-16 providers facilitated where necessary</li> </ul>
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• Variety of lunchtime clubs available for students to participate in</li> <li>• Nurture provision (Ewood centre) open at lunch and break times for students to attend if they wish.</li> <li>• Individual and Group mentoring programmes run throughout lunch and break time.</li> <li>• Restorative Justice Programme</li> </ul>
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> <li>• Support for students is allocated based upon clear outcomes and individual needs.</li> <li>• Students may access both long term and short term intervention packages.</li> <li>• Parents/carers are fully informed of any intervention their son/daughter will be receiving</li> <li>• Parents/Carers will be updated regularly on their son/daughters progress and the support they receive in school</li> </ul>

	<ul style="list-style-type: none"> <li>• Specific resources requested by external support agencies will be provided where possible</li> <li>• Provision Map used to track individual provision</li> </ul>
How are resources (equipment/facilities) secured for young people?	<ul style="list-style-type: none"> <li>• Specialist resources provided through notional SEN budget for students, eg angled boards, height adjustable tables, etc.</li> <li>• During consultation for admission if adjustments are required to the school building, for example: toilet/changing facilities, construction of ramps, etc, this work is funded through liaison with Calderdale Local Authority. They will provide funding for the necessary adjustments, through capital budgets, provided the work offers value for money. The local authority are responsible for the procurement of contractors to carry out the work.</li> <li>• Students with high levels of need who are in receipt of an EHCP receive additional 'top-up' funding which is used to provide the additional resources, support and equipment these young people specifically require.</li> </ul>
How do we ensure all staff are well trained?	<ul style="list-style-type: none"> <li>• Whole staff CPD on differentiation and outstanding teaching and learning</li> <li>• SENCO input on Inset days</li> <li>• New staff induction includes session from SENCO</li> <li>• Student teacher induction includes session from SENCO</li> <li>• Appraisal process and Performance Management procedures in school</li> <li>• Student shadowing, learning walks, book scrutiny and lesson observations by SENCO</li> </ul>
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> <li>• Work of the Ewood Centre highlighted and publicised in the local press</li> <li>• Parental awareness sessions around key issues/challenges they may face with their son/daughter</li> <li>• Student assembly used to highlight and raise awareness of specific special educational needs and disabilities</li> </ul>
Which specialist services do we access beyond the school?	<p>We liaise with and have support from the following services in school if required:</p> <ul style="list-style-type: none"> <li>• Educational Psychologists</li> <li>• Specialist Inclusion Service, including the Autistic Spectrum Disorder, Visual Impairment and Hearing Impairment Teams</li> <li>• Child and Adolescent Mental Health Service</li> <li>• Occupational/Paediatric Therapy Service</li> <li>• Speech and Language Therapists</li> <li>• School Nurse - LOCALA</li> <li>• Noah's Ark councillors</li> <li>• Branching Out – Drug and Alcohol mis-use</li> <li>• Family Support Service</li> <li>• Youth Service</li> <li>• Medical Needs Team</li> <li>• Diabetic Outreach Nurse</li> <li>• Epilepsy Nurse</li> <li>• Early Intervention Team</li> <li>• Careers service</li> <li>• Independent Travel Training</li> <li>• Children's Social Care</li> </ul>
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> <li>• Regular impact assessments of targeted provision</li> <li>• SEND report produced every half term</li> <li>• Learning Walks</li> <li>• Work scrutiny</li> <li>• Journal Sampling</li> </ul>

	<ul style="list-style-type: none"> <li>• Behaviour and Attendance data monitoring</li> <li>• Student progress tracking systems (STARS)</li> <li>• Specialist Assessments (BOXALL Profile, SDQ, Reading and spelling ages, Access Maths and Access Reading Tests)</li> </ul>
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<p>Any parent/carer who has concerns regarding the support their child is receiving in school for the SEND should contact the SENCO directly in the first instance. If this concern is not suitably addressed and you wish to make an official complaint this will be passed to the Assistant Head Teacher responsible for SEND. The complaints procedure and contact details can be found on our website.</p> <p>If a child has an Education Health and Care Plan parents may seek advice from Calderdale's SEN Team who will offer advice to parents and may suggest an interim review in school to discuss any concerns.</p>
<p>Contact details of support services for parents of pupils with SEN</p>	<p><b>SENDIAS</b> - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care.</p> <p>Contact details: Contact: 01422 266141</p> <p><a href="http://calderdalesendiass.org.uk">http://calderdalesendiass.org.uk</a>  <a href="https://www.facebook.com/sendiascalderdale">https://www.facebook.com/sendiascalderdale</a>  <a href="mailto:joanne.grenfell@calderdale.gov.uk">joanne.grenfell@calderdale.gov.uk</a>  <a href="mailto:jayne.stuttard@calderdale.gov.uk">jayne.stuttard@calderdale.gov.uk</a></p> <p><b>Unique Ways (formerly Calderdale Parents and Carers)</b></p> <p>Unique Ways are a parent-carer led organisation supporting disabled children and their families helping them to lead ordinary lives. Their goal is to make sure that the voices of parents and carers and their families are heard.</p> <p>Unique Ways also provide a broad range of services for parents and carers, from training courses and Independent Supporters to social events, focus groups and discounts on family days out. Their services are not restricted to whether a child has a diagnosis or not, and instead work with anyone who feels they need other help.</p> <p>Independent support is offered by Unique Ways. They will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education Health and Care Plan (EHCP) processes.</p> <p>Contact details</p> <p><a href="http://www.uniqueways.org.uk">http://www.uniqueways.org.uk</a></p> <p>01422 343090</p> <p><b>Information, Advice and Support Helpline</b></p> <p>The Government's new Information, Advice and Support Network Helpline is provided by:</p>

	<a href="https://councilfordisabledchildren.org.uk/information-advice-and-support-programme/about-us">https://councilfordisabledchildren.org.uk/information-advice-and-support-programme/about-us</a>
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For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)

Below is a link to Calderdale's Local Offer where further information can be found:  
[www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)