



SEN Local Offer (LOSEN Report)

Review cycle: Annual

Tier: 1

Approval level: Governing body

Staff responsible for review: SENCO

Approved: 27th September 2023

Date of next review: 27th September 2024

X:\5. Whole School Documents\8. School Policies and Procedures\1. Approved policies

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 which details the provision available in all Calderdale schools and academies.

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Age Range	11 - 16
Funding	
Special Educational Needs Co-ordinator (SENCo)	Gemma Cooper
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SEN Governor	Mary Carrigan

Policies for Identification and Assessment of Pupils with SEN
http://www.todhigh.co.uk/policies/

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"> • Access to a broad, balanced, ambitious curriculum that is well adapted and takes account of different learning styles and children’s interests. • Todmorden High School Learning DNA focuses on evidenced based practice which has been proven to support learning for all students including students with Special Educational Needs. This is followed across school by all staff and its implementation is monitored through quality assurance processes. • Quality of teaching and learning is well monitored by highly experienced leaders. • Rigorous pupil tracking system ensures all student progress is regularly monitored and underperformance is identified early. • Professional dialogue between staff to ensure early identification of possible barriers to learning. • Use of Class Charts to communicate rewards and sanctions and other information between home and school. • Dedicated SENCO 2.5 days per week • Deputy SENCO to support with provision planning and communication between parents and carers and school. • 3 formal reporting points to parents; Parents’ Evening, 2x Data Collections (progress data) reports. • 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 • Broad and varied choice of extra-curricular activities accessible to all students. • Clear Rewards and Behaviour policy in school focusing on our core values of Ambition, Respect, Care and Honesty (ARCH) which is applied consistently by all staff and applies to all students. • Student Voice where students can express their views and inform policy and decision making within school. • 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 SENCO, Deputy SENCO, 2 TAC (team around the child) Officers, School Safeguarding Officer, Safeguarding Assistant, Learning Manager for Community Engagement, 1 x ARCH Inclusion Lead, 1x ARCH restoration manager, 1 Literacy Mentors, 1x Primary Teacher, 8 x Teaching Assistant and 5 x Learning Managers.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • Use class charts to communicate rewards, sanctions and other necessary information. • Parentmail app • Parents’ Evenings • Student progress reports • Weekly Headteacher newsletter • Joint development of Pupil Passport Documents • Student Voice • School Website • Parental Questionnaires • Student Questionnaires • The Student Learning and Progress Team (SLPT) provides keyworker support to identified students and acts as single point of contact for parents.
<p>How do we help a child with physical disabilities?</p>	<ul style="list-style-type: none"> • Multi agency consultation and risk assessment completed once request for place received to assess accessibility and address any issues arising. • School building is fully compliant with the Equality Act 2010 regulations. • Lifts to two floors. • Flexible Timetabling to ensure access to the full curriculum as some areas of the building are not fully accessible to students with mobility difficulties.

	<ul style="list-style-type: none"> • Disabled toilets with specialist adaptations to facilitate independent toileting. • Showering facilities • Every class can access to equipment to assist writing: angled boards, pen grips, and specialist writing apparatus when required. • Use of differentiated sports equipment • Variable height chairs and tables available • Team of staff trained in moving and handling.
How do we help a child with speech and language needs?	<ul style="list-style-type: none"> • Social Use of Language programme delivered in our Ewood Centre by our trained TAC Officers. • 2 qualified Nurture Group Practitioners deliver sessions to support effective communication. • Delivery of individual programmes developed by the speech and language therapists.
How do we help a child with sensory impairment?	<ul style="list-style-type: none"> • Use of ICT to support learning for Visually Impaired students • Staff trained in the use of specific equipment to support hearing impaired students, for example the use of radio microphones. • Regular liaison and advice obtained from the Specialist inclusion Service. • Staff awareness of individual needs to ensure resources are accessible in all lessons. • Student awareness sessions about individual difficulties when required
How do we help a child who has social and emotional difficulties?	<ul style="list-style-type: none"> • Designated Mental Health and Wellbeing lead who offers mentoring, group support and other programmes. • 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. • Keyworkers allocated to support identified students. These provide a single point of contact for parents and the young person. • 'You Matter' our whole school approach to mental health and wellbeing highlights the importance of positive mental health and wellbeing whilst upskilling and signposting students and staff to the right support when required. • High profile anti-bullying policy with clear systems for reporting, investigating and recording incidences of bullying in school. • Social and Emotional Aspects of Learning delivered as part of Nurture Group programme. • Social time support for vulnerable students in the Ewood Centre • Before and After school club in the Ewood Centre • School Safeguarding officer with mentoring role for individual students • School councillor • Learning Manager for Community Engagement who works with both home and school to support regular attendance. • Access to specialist support for ASD students via the Specialist Inclusion Service • Delivery of personalised programmes for students with ASD to support their understanding of social situations. • Parent Liaison to support specific difficulties • Family support offered by the Students Learning and Progress Team (SLPT) • Single Assessment (previously CAF) process used in school to support vulnerable students and their families • 1:1 coaching and mentoring provided by the TAC team.

<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • SLPT provides targeted support for individual students to reduce the risk of exclusion in the form of mentoring, coaching and nurture provision • School behaviour policy focused on promoting positive behaviour. Through our ARCH values we encourage the right ethical and moral choices in addition to fostering positive relationships with all community members. • Encouragement of restorative practices to support students to repair relationships where there has been a breakdown. • The use of scripts and practice across school so that the environment remains as predictable as possible. • Clear routines provide a calm learning environment. Expectations are consistent across school in all areas. Staff on duty throughout the school site at social times and during transition to ensure calm and orderly movement around school. • Alternative provision for exclusion provided through ARCH Restoration • ARCH Inclusion for children who struggle with expectations in mainstream, specifically for pupils with SEMH needs. • Family Liaison to remove potential barriers to learning • Community Engagement Officer who works with both home and school to ensure excellent school attendance for all students • Single Assessment/Early Help process used in school to support vulnerable students and their families • Clear Behaviour and Rewards Policy in School • Form Tutor and Learning Manager Monitoring of Behaviour through class charts • For students with repeat fixed term exclusions, who are at risk of permanent exclusion they receive support through ARCH inclusion, a short term provision designed to re-engage students in the mainstream curriculum. • Broad and varied programme of extra-curricular clubs to improve engagement. • Breakfast and after school clubs in the Ewood Centre. • School Counsellor • Nurture group • Some in class support where necessary
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • 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 • Targeted programmes delivered in small groups to improve basic Literacy skills. • Primary trained teacher with additional responsibility for developing reading and literacy skills delivering targeted programmes of intervention to small groups and leading the delivery of all reading interventions across a small team. • Ruth Miskin -Fresh Start Programme delivered to small groups of students who require phonics based reading support. • Literacy programme for students who start Year 7 below National Average • GL Assessments used to assess and highlight gaps in skills and knowledge which is used to inform planning. • Dyslexia support through a variety of specialist programmes. • Strong links between the English Curriculum programme of study and small group intervention • Pre-teaching of GCSE English courses followed by in class support • Pupil passports to ensure cross-curricular focus on individual targets for improvement in Literacy in all subjects • Whole school Literacy policy • Exam access arrangement tests completed to identify students who qualify for reader, extra time or scribe in formal exams.

<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • 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 • Primary Teacher focused on accelerating progress of students who join year 7 with SATS score less than 100 in Maths. • GL Assessments used to identify gaps in knowledge, skills and understanding • Small group teaching for specific needs based on assessment outcomes • Use of specialist and concrete resources to support Numeracy skills, eg, Numicon, Springboard • Some double staffing of key Maths classes to accelerate progress of some students. • Foundation+ Maths option at GCSE to support students who need additional support to achieve a level 2 pass in GCSE Maths.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Health Care plans for all students with specific medical needs • Where appropriate students with medical needs are granted access via their lanyard to key areas of the building where appropriate. • Team of qualified First aiders in school • Medical room with provision to store medication in school • Liaison with Medical Needs Team to support students who may be unable to access school • Toilet Pass issued when necessary • Liaison with the School Nursing Service • Multi-agency Risk Assessment completed to ensure all needs met for students with complex needs.
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Literacy Team Intervention • Literacy mentor TEFL trained. • Access to ICT translation software when necessary
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Risk Assessments • Close Liaison with local special school if necessary
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • The Student Learning and Progress Team provides key worker support. • Risk Assessments • Intimate Care Policy • Health Care Plans • Early Help Pathway referrals • 1:1 support where appropriate • Training in Moving and Handling
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All extra-curricular clubs in school are accessible for all students • School trips are planned to accommodate individual student needs where physically possible • Parents/Carers consulted prior to trips for advice a guidance • Stringent Risk Assessment and trip planning procedures in place to ensure safety of all students • All trips and visits are equality assessed
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • SENCO and Deputy SENCO visit to feeder primary schools to share important student information prior to transition • Mini transition visits for both SEND and vulnerable students • SENCO/Deputy SENCO attends annual reviews for children with an Education Health and Care Plan whilst in year 6 and occasionally in year 5 to plan extended transition. • Close liaison with other agencies involved with the young person and/or their family. • Transition between Key Stage 3 – 4 coordinated by a member of the Senior Leadership Team • Close liaison with parents when selecting options for GCSE • Transition to post-16 supported through working with the careers’ advisor in school • SEND information shared with post-16 providers • Individual visits to post-16 providers facilitated where necessary
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • Variety of lunchtime clubs available for students to participate in • Nurture provision (Ewood centre) open at lunch and break times for students to attend if they wish. • Individual and Group mentoring programmes run throughout lunch and break time. • Restorative practices encouraged • School Core Values of Ambition Respect Care and Honesty permeate throughout all aspects of school life and are insisted upon at all times by all staff and students
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • Support for students is allocated based upon clear outcomes and individual needs. • Students may access both long term and short term intervention packages. • Parents/carers are fully informed of any intervention their son/daughter will be receiving • Parents/Carers will be updated regularly on their son/daughter’s progress and the support they receive in school • Specific resources requested by external support agencies will be provided where possible • Provision Map used to track individual provision
<p>How are resources (equipment/facilities) secured for young people?</p>	<ul style="list-style-type: none"> • Specialist resources provided through notional SEN budget for students, eg angled boards, height adjustable tables, etc. • 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. • 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.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Whole staff CPD on responsive teaching, high expectations and challenge for all • THS Learning DNA focuses on evidenced based practice to raise the attainment of all students including those with identified SEND • SENCO input on inset days and staff briefing/meetings • New staff induction includes session from SENCO • Student teacher induction includes session from SENCO • Appraisal process and performance management procedures in school • Student shadowing, learning walks, work sampling and learning walks by SENCO

	<ul style="list-style-type: none"> • Pedagogical content and delivery focus of departmental CPD to ensure high quality learning and teaching for all.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Work of the Ewood Centre highlighted and publicised on school social media platforms and where appropriate local news. • Parental awareness sessions around key issues/challenges they may face with their son/daughter • Student assembly used to highlight and raise awareness of specific special educational needs and disabilities. • ARCH days highlight specific learning difficulties to raise awareness. • Student profiles
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"> • Educational Psychologists • Specialist Inclusion Service, including the Autistic Spectrum Disorder, Visual Impairment and Hearing Impairment Teams • Child and Adolescent Mental Health Service (Open Minds) • Occupational/Paediatric Therapy Service • Speech and Language Therapists • School Nurse - LOCALA • Noah's Ark counsellors • Branching Out – Drug and Alcohol mis-use • Family Support Service • Youth Service • Medical Needs Team • Diabetic Outreach Nurse • Epilepsy Nurse • Early Intervention Team • Careers service • Independent Travel Training • Children's Social Care • Education Welfare Officer • Mental Health Support Teams
How do we evaluate and review the support provided?	<ul style="list-style-type: none"> • Regular impact assessments of targeted provision • Learning Walks • Work sampling • Student Voice • Behaviour and Attendance data monitoring • Student progress tracking systems (Sisra Analytical) • Specialist Assessments (BOXALL Profile, SDQ, Emotional Literacy Assessment, PASS)
How do we deal with complaints regarding our provision for children and young people with SEN?	<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 Deputy 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>SENDIAS - 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. Contact details: Contact: 01422 266141</p> <p>Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030</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 parent carers and their families are heard. They provide a broad range of services for parent carers, from training courses and Independent Supporters to social events, focus groups and discounts on family days out! We don't restrict our services based on whether your child has a diagnosis or not, and instead work with anyone who feels they need our help.</p> <p>Independent Support – The above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These 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>For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer</p>
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Below is a link to Calderdale's Local Offer where further information can be found:
www.calderdale.gov.uk/localoffer