

# Tupton Hall School - Our Special Educational Needs (SEN) Information Report

This document contains all of our key information about how the school implements effective and progressive provision for Special Educational Needs.

This information is updated annually and is presented as a series of frequently asked questions (FAQs) to help you navigate through the information.

## 1. What kinds of SEN are provided for at Tupton Hall School?

We provide for all kinds of Special Educational Needs under the four areas of need identified by the Code of Practice, June 2014. These are:

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

Tupton Hall School has an inclusive approach to education and every member of staff has a responsibility to provide students with a suitably differentiated curriculum in order to meet their learning needs. Additionally every member of staff has a responsibility to provide pastoral care and support for all students, including those with additional needs.

## 2. What is the school's policy for identifying children and young people with SEN and assessing their needs?

### During the KS3 Transition Process

At Tupton Hall School we work closely with feeder primary schools through a robust transition process including:

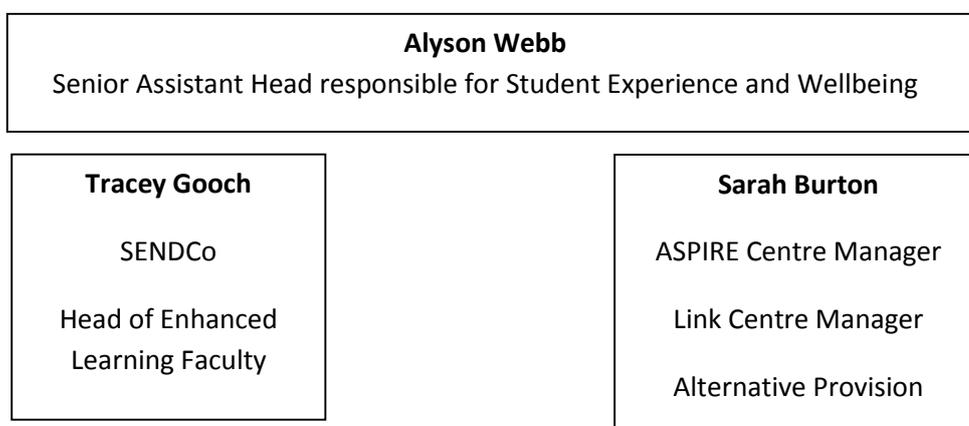
- The attendance of the SENDCo at Y5 and Y6 Statement / EHCP review meetings.
- An annual transition visit by a member of the SEND Faculty. During this meeting the needs of all students at SEN Support and Statement are discussed at length. An individual transition form is completed for each student.  
Download it here: [Primary transition form](#)
- Visits from the Wellbeing Team to students identified with social, mental and emotional health (SMEH) difficulties.

- Individualised transition programmes; this could include TA visits to primary schools, additional taster days, summer school and multi-agency meetings as required.
- All Year 7 students have reading and spelling tests at the end of Year 6. Students with a reading age of approximately 10 years or below are withdrawn from Modern Foreign Languages to follow an individualised literacy programme.

### During KS3, KS4 and KS5

Tupton Hall School regularly assesses, plans, implements and reviews all SEN provision and interventions in order to monitor the impact and progress of all students. The school requires teaching staff to evaluate student progress on a regular basis. The results are reported to parents, via a data point entry report, 4 times a year. This on-going assessment enables the school to establish each student's rate of progress, quantify levels of attainment and identify those students whose behaviour is creating barriers to learning. A student who is not progressing satisfactorily can therefore be easily identified. This information is used to indicate the students who require additional support to meet their needs.

The school also has a range of professionals who work collaboratively to offer a range of additional support within school. This group is known collectively as the Wellbeing Team and includes:-



The Wellbeing Team, in conjunction with the Pastoral Management Team, closely monitors each student's progress to identify barriers to learning.

There is a weekly meeting of the stakeholders from the Wellbeing Team, The Pastoral Support Manager, the Assistant Head responsible for Climate For Learning and the school nurse. This meeting is also attended by the manager of the local Multi-Agency Team (MAT). This meeting is used to identify students requiring additional support and / or interventions.

Interventions are put in place following the completion of the Single Assessment Form (part A) and a detailed analysis of each student's needs.

### 3. How is SEN support organised at Tupton Hall School?

#### The Barriers to Learning Profile

The school has established criterion for identifying any students with additional needs. This is summarised in the following document: [Barriers to Learning Chart](#)

**Level 1) No risk** - No Barriers to Learning.

**Level 2) Minimal risk** - Emerging low-level Barriers to Learning.

**Level 3) Medium risk** - Specific on-going Barriers to Learning. N.B. Students accessing this support long term are placed on the SEN register at SEN Support.

**Level 4) High risk** – Multiple, long-term Barriers to Learning. These students are placed on the SEN register at SEN Support or may have Statements / EHC plans.

**Level 5) Extreme risk** – Complex Barriers to Learning and / or at risk of permanent exclusion. These students are placed on the SEN register at SEN Support or may have Statements / EHC plans. N.B. Tupton Hall School will, in some instances, seek EHC plans for students at Level 5.

**N.B The provision of a Statement/EHC plan does not necessarily equate to a student being designated as having a Barrier to Learning.**

#### What do the Barriers to Learning mean?

##### **Level 1 - No risk**

This includes **all** students whose individual learning needs can be met through high quality teaching and learning through **differentiation** (making work / tasks different in order to cater for all individual learning styles).

This also includes those students who do not require additional social / emotional support.

##### **Level 2 - Emerging low-level Barriers to Learning**

Level 2 support describes any short term **in-school intervention or support** that a student may need to access for a short period of time. It may include any of the following strategies:

- The subject teacher gaining further advice / support from the SENDCo and other members of the Wellbeing Team.

- Additional pastoral support from form tutors, pastoral support coordinators, welfare assistants etc.
- Sixth form mentors.
- Staff mentors.

### Level 3 - Specific on-going Barriers to Learning

Level 3 support describes **in-school intervention or support** requiring involvement from the Wellbeing Team. Students accessing support for an extended period of time will be placed on the SEN register at SEN Support. The following strategies may be used:

- ‘Satellite’ support from a teaching assistant within mainstream lessons.
- Involvement in the literacy programme, delivered by the Enhanced Learning Faculty.
- Weekly Speech and Language programme.
- Weekly Dyspraxia programme.
- Intervention from a member of the Learning Mentor Team.
- Inclusion in specific additional academic interventions, via faculty leaders and / or designated lead practitioners.
- Additional support from the Head/Deputy Head of Year.

### Level 4 - Multiple, long term Barriers to Learning

Level 4 support describes **intensive in-school intervention or support** involving significant intervention, often from several areas of the Wellbeing Team. Students will be placed on the SEN register at SEN Support. The following strategies may be used:

- Intervention from the ASPIRE Centre team – this is likely to include some withdrawal to the ASPIRE Centre Base.
- Inclusion on the Year 7 LINK programme.
- Intervention from the LINK Centre team – this is likely to include some withdrawal to the LINK room.
- Placement on alternative KS3 provision eg. Junior Jigsaw
- Placement on alternative KS4 provision eg Chesterfield and Bolsover Learning Community Courses, Jigsaw, Community Farm.

At Level 4, the SENDCo, LINK Centre Manager and / or ASPIRE Centre Manager **may request outside agency or professional support from a specialist team** to gain advice about an individual student. At Tupton Hall School we work closely with a number of different outside agencies.

The Wellbeing Team may work directly with the student but are also likely to provide strategies and support for subject teachers. This might include:

- Generic advice on working with students with specific diagnoses.
- Individual behaviour plans.
- Risk assessments.

### **Level 5 - Complex Barriers to Learning and / or at risk of permanent exclusion**

Level 5 support describes **intensive in-school intervention or support** led by the managers of the Wellbeing Team. Students will be placed on the SEN register at SEN Support and, in most cases, external agencies will be involved. The following strategies may be used:

- Allocation of increased designated TA hours.
- Considerable intervention from the ASPIRE Centre team – this may include the student being educated, on a part-time basis, within the ASPIRE Centre.
- Extension of the Year 7 LINK programme.
- Considerable intervention from the LINK staff – this may include the student being educated, on a part-time basis, within the LINK room.
- Placement on Pathway 2/3 at KS4.
- Additional off-site placements – involving carefully selected course/opportunities from other service providers.

#### **4. How does Tupton Hall School involve parents/carers to keep them involved in their child's education?**

At Tupton Hall School we firmly believe in developing a strong partnership between parents/carers, the student and the school. We recognize that working together is key to helping students with additional needs to achieve their potential. We also believe that parents/carers have a unique overview of their child's needs and how best to support them.

Parents/carers are invited to all meetings such as Progress Review Days. The SENDCo is always available to speak to parents during these meetings. A link to our school calendar, including Progress Review Day dates, can be found [here: School Calendar](#)

To ensure that parents/carers are fully aware of the additional provision in place for their child we have introduced a personalised Support and Intervention Booklet for each student with SEN. There is a similar entry for a small number of students who are not on the SEN register but who access some additional support, such as GCSE Access Arrangements. This is available to parents via SIMS Learning Gateway.

#### **5. How will my child be supported at key transition points?**

##### Students placed at SEN Support

Tuption Hall School currently accesses an external Careers Advisor for 2 days per week. Students are therefore able to access careers advice during Years 10 and 11.

SEN students who progress to Sixth Form will also have access to advice from the careers advisor in Years 12 and 13.

Tuption Hall School employs Business Links Manager, Nick Oughtred, who is responsible for organising the Year 9 work shadowing programme and Year 10 Work Experience along with other information, advice and guidance opportunities at key transition points.

### Students with Statement or Education, Health and Care Plans

In order to make transitions as smooth as possible we share all information in a proactive manner involving all agencies at all stages.

From as early as Year 10 the Careers Advisor may become involved with these students; when reviewing and setting targets for students who have a Statement or an Education, Health and Care Plan.

From Year 9 onwards, outcomes set through the Education, Health and Care (EHC) Plan reflect strategies being put in place to prepare that young person for adulthood. All targets and goals are aspirational and could include a focus on higher education, employment, independent living and participation in society.

Students with Statements / EHC Plans are able to access additional support during the Year 10 Work Experience process. This may include:

- Additional guidance and support during the application process.
- Consultation with parents.
- Teaching assistant support during part / the whole of the placement.

The Personal Advisor from the Multi-Agency Team attends the Year 11 review meeting. Following this meeting there is close liaison between this service, the student and parents/carers. This ensures that the student is successfully placed on a Further Education pathway by the end of Year 11. The Personal Advisor can also arrange taster days and / or college visits for the student. Where necessary the Enhanced Learning Faculty supports such visits by enabling the student to attend college with the support of a Teaching Assistant.

### **6. How does Tupton Hall School approach the teaching of students with additional needs?**

At Tupton Hall School all students are seen as individual learners. In order to ensure we meet the needs of everyone, we have a clear inclusive mantra which applies to all classrooms and all students.

*“All teachers are teachers of students with SEN.”*

In addition to this, all staff under-go continuous professional development (CPD) throughout the year. As part of whole-staff CPD, specialist development and training is given to Special Educational Needs Teaching and Learning techniques. We cover a wide array of topics which cover the needs of our students so that all staff can meet the needs of all students.

### **7. How will work be adapted for students with an SEN?**

All teachers can and will differentiate learning to meet students’ individual needs.

Differentiation is the way a teacher / curriculum is made ‘different’ so that students can complete the work set or instruction given. Differentiation can be done in a variety of ways and may help to;

- close the attainment gap between the student and their peers
- prevent the attainment gap from growing wider
- match or improve the student’s previous rate of progress
- ensure full access to the curriculum
- demonstrate an improvement in self-help or social or personal skills
- demonstrate an improvement in the student’s behaviour

Differentiation may include any of the following techniques;

- Providing additional resources to support learning. This may include providing writing frames, use of glossaries, simplifying language, use of multi-sensory equipment
- Adapting teaching style to reflect the ways in which students learn

### **8. How do we evaluate and improve our SEN provision at Tupton Hall School?**

We are constantly looking for ways of improving our SEN provision. We do this in a number of ways by asking:

- Students about their experiences and using this to shape and develop change
- Parents for their opinions through questionnaires, focus group meetings, verbal and written feedback.

A copy of the parent questionnaire can be collected from school reception. Alternatively you can e-mail the school at: [enquiries@tuptonhallschool.derbyshire.sch.uk](mailto:enquiries@tuptonhallschool.derbyshire.sch.uk)

### **9. How does the school ensure there is equality and accessibility for all?**

All students, regardless of whether they have additional needs of an Education, Health and Care Plan will have equal access to all facilities, trips and experiences. This may include providing:

- Additional staffing
- Individual risk assessments
- Modified activities/timings
- Specially adapted transport

We are truly committed to equal opportunities for all.

### **10. How will the social and emotional resilience be developed in my child whilst attending Tupton Hall School?**

We recognise that all students, at some time, may need their social and emotional confidence building during their education. For students with significant additional needs, including those with a Statement or an Education, Health and Care Plan, this can require intensive on-going support. We provide a large range of different learning experiences which help to develop social and emotional resilience. Through differentiated teaching and learning styles, all teachers and subjects areas are able to help build this in all learners.

We also have additional areas of support (offered via the Wellbeing Team) which can be accessed by students if additional support is needed to develop social and emotional well-being. These may include any of the following interventions:

- Participation in the Year 7 LINK Programme.
- Participation in the interventions offered by the LINK room and / or the ASPIRE Centre. This includes 1:1 sessions, small group interventions, and positive support in the Magic Room etc.
- Support from the Pastoral Support Co-ordinators.
- Access to the Learning Support Base, the LINK Room and / or the ASPIRE room during social times.
- An appointment / referral to the school nurse.
- An appointment / referral to the school doctor.
- An appointment / referral to a specialist team (for example a sexual health worker or Educational Psychologist).
- 1:1 support with a key member of staff.
- 1:1 support from another students (peer mentoring which can include; anti-bullying ambassador, e-safety ambassador).

### **11. What happens if my child is bullied at Tupton Hall School?**

If your child is being bullied or you suspect they are being bullied, you need to contact the school and speak to your child's:

- Form tutor
- Head of Year
- SENDCo
- Any senior member of staff

Alternatively your child can report it when in school to any member of staff they feel comfortable to talk to or use the Tell By Text system which allows reports to be made anonymously via a text message. These reports are passed on to the most relevant member of staff to follow up. The number is 07781 474660 and messages must start with 20890.

We recognise that bullying can occur and that students who may have a Special Educational Need may be more vulnerable to being bullied. We cover ways to deal with this through staff CPD and raising students' awareness of such issues through interventions such as:

- Work in the Life Learning Programme
- Assemblies
- Anti-Bullying activities in Anti-Bullying week each November

The School's Anti-Bullying Policy can be found on the school website here: [Anti-Bullying Policy](#)

### **12. How does Tupton Hall School work with outside agencies when supporting students with additional or special educational needs?**

There are a wide variety of agencies we may work with to support students' needs. At all stages we will consult with parents/carers and the young person before contacting any external agencies who may offer support.

External support we use may include:

Emma Stokes	Educational Psychologist
Clare Hutchinson	Local Inclusion Officer
Denise Glover	Physiotherapist
Anne Hanney	Teacher for Physically Impaired students
Anne Gould	Teacher for Hearing Impaired students
Angie Watts	Teacher for Visually Impaired students
Barbara Withers	MAT Personal Advisor
Fiona Crosbee	Behaviour Support Teacher
Sally Balderstone	Autism Outreach Teacher

Chenze Haywood	School Counsellor
Caroline Clarke	School Nurse

We also work closely with other agencies such as;

- Multi Agency Team
- Social Care
- Educational Welfare Service
- School Doctor
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Physical Impairment Service
- Community Police Support Officers
- Police
- CAMHS (Child and Adolescents Mental Health Service)

### **13. What if I am not clear or perhaps not satisfied with the SEN support, who do I contact?**

There are many people you can approach for help from within Tupton Hall School. Any subject teacher, form tutor, Head of Year can be contacted. You can also contact the named SENDCo (Tracey Gooch). All can be contacted on 01246 863127.

**Please contact us at the earliest point if you have any questions or concerns. If you wish to make a suggestion, we will always be happy to support your opinions, thoughts and requests. We aim to work with you in order to improve the support for your child and want to develop a true working partnership between the school, your child and you as parents/carers.**

For further details, please visit our website: <http://www.tuptonhall.derbyshire.sch.uk/>

### **14. What are Education, Health and Care Plans and how are these obtained?**

A very small number of students may require additional support over and above normal school resourcing. In agreement and consultation with the young person, parents/carers and other professionals, if it is felt further support is required, we will ask Derbyshire County Council to consider a student for an **Educational, Health and Care Plan needs assessment**. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. This is a legal document which details the education, health and social care

support that is to be provided to the student who has SEN or a disability. It is regularly reviewed with clear outcomes which must be measurable and worked towards.