



Titus Salt School Offer

Titus Salt School – Special Educational Needs Provision September 2023

Titus Salt School works to promote the inclusion of all its pupils through its policies and practice. For those with additional needs it seeks to make available a wide range of provision and, by providing help and support, it encourages these pupils to make progress and achieve success. We are committed to meeting the requirements of the Children and Families Act 2014 and the Equality Act 2010. Our aim is to prepare our pupils for opportunities, responsibilities and experiences in the wider world. (SEND Code of Practice, January 2015)

Children with special educational needs are understood to be those pupils, with or without an Education Health Care Plan, who have difficulty accessing the curriculum. They will include young people with learning and social, emotional and behavioural needs plus pupils with physical or sensory difficulties.

Our 'offer' starts from these fundamental principles:

- All pupils should have their needs met
- The special educational needs of young people will normally be met within mainstream lessons
- The views of the young person should be sought and taken into account
- Parents/carers have a vital role to play in supporting their child's education
- Pupils with special educational needs should be offered full access to a broad, balanced and relevant education including the National Curriculum
- The school has a responsibility to deliver its curriculum so that all pupils can have the best possible access to it
- All teachers and adults in the school share in this responsibility

This document is provided to give you an insight into the ways we support all of our pupils, including those who have additional needs, thus enabling all pupils to reach their full potential. This is not an exhaustive list of our provisions nor will every student access every provision detailed below. Staff are made aware of all pupils with a special education need and are kept up to date with any changes to provision. Staff are also given continued professional development throughout the year to support pupils with additional needs.

Titus Salt School intends:

- To offer access for all pupils to a broad, balanced and relevant education, including the National Curriculum
- To arrange alternative provision for those pupils who struggle to access a broad and balanced curriculum
- To provide help and support for pupils across the spectrum of SEND in order to maximise their potential
- To provide SEND pupils with the skills to become self-supporting
- To help all pupils with learning difficulties develop functional literacy and numeracy skills
- To help those with physical or psychological disabilities, promoting skills which will assist in their development
- To help pupils with English as an additional language to develop English language skills
- To ensure that all teachers see themselves as teachers of pupils with special educational needs, recognising that they play a primary role in registering concerns, providing appropriately differentiated tasks, learning resources and opportunities
- To encourage pupils to express their views and participate in target setting and review
- To work in partnership with parents and carers and a range of other agencies

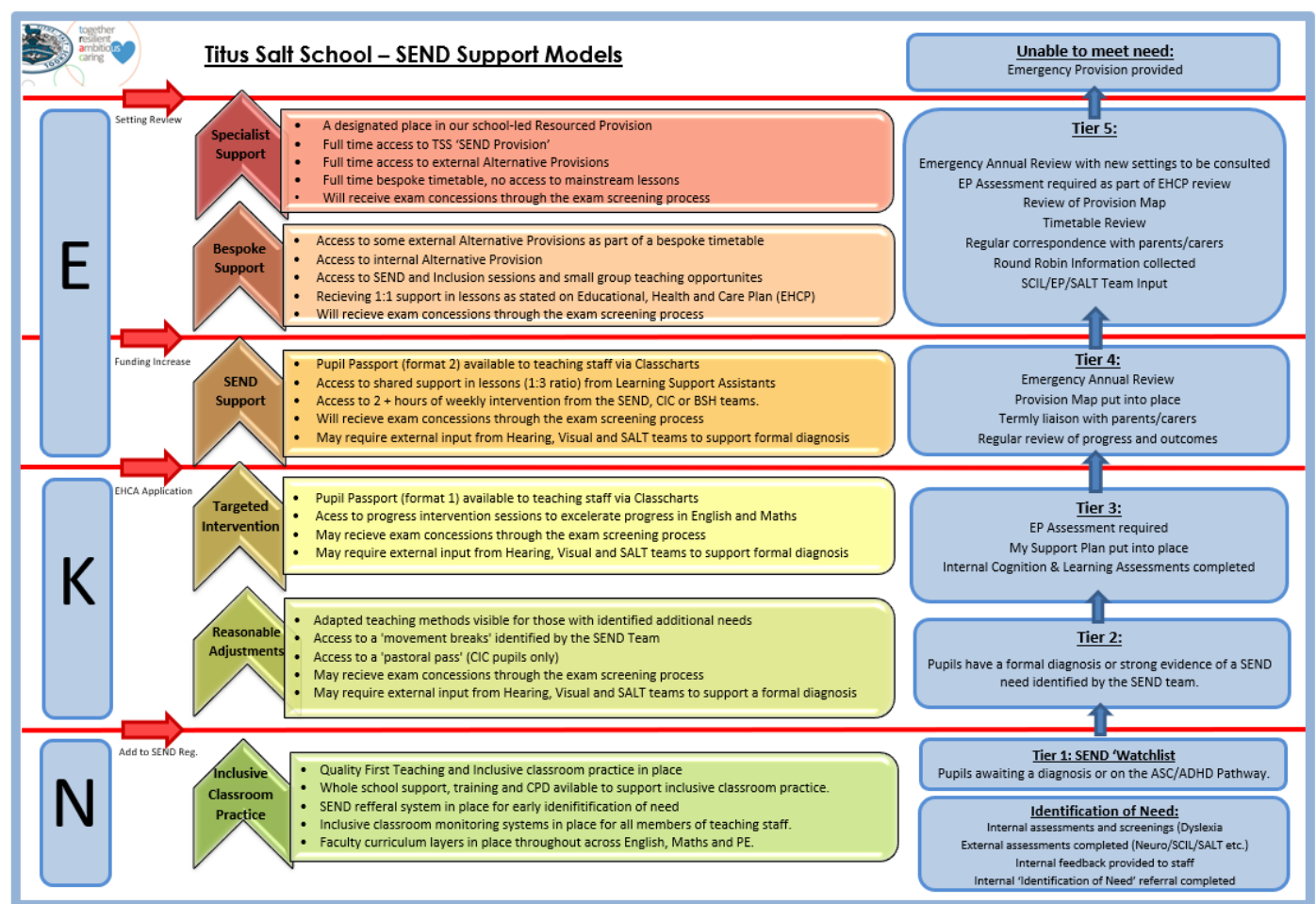
- To integrate with other pupils wherever possible, those pupils with special educational needs
- To offer a personalised literacy programme to raise level of achievement in Key Stage 3 (Years 7,8 and 9)
- Detailed seating plans for personalised learning within all lessons across the curricular

Pupils can be identified as having SEND when their progress is slower than their peers, or when they receive a wide range of interventions that do not have impact on their overall progress.

Any pupils with a SEND will be categorised into one of the following four tiers:

Titus Salt School takes a 'graduated approach' to identifying and providing provision and support to pupils with Special Educational Needs. Our Graduated approach is adapted from the Bradford 'SEN Graduated Response' and is further supported by the Bradford 'Matrix of Need'. In communication with parents/carers, the school may assess for any special educational needs at any time, working alongside internal and external providers.

Our graduated approach also indicates a 'SEND Watchlist' which monitors the support and provision required for pupils who may be currently under an assessment process or those who are awaiting a formal diagnosis.



Tier 1 Provision & Support

Support provided in Tier 1 will be provided as part of our school's 'Personalisation of Learning' strategy in line with Quality First Teaching strategies. Pupils in this tier will be added to our 'SEND Watchlist' following our identification of need process. Pupils in Tier 1 may be waiting for a formal diagnosis or further assessments to identify need may be taking place.

Sensory and Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Seating plan to accommodate needs • Encourage use of eye contact when communicating with pupils
Visually Impairment	<ul style="list-style-type: none"> • Increased font size for classwork and textbook work • Potential access to touch typing course. • Seating plan to accommodate needs
Physical	<ul style="list-style-type: none"> • Access to lift key (where necessary) • Potential access to support in Physical Education lessons • Adapted lesson start and end times (where necessary) • Specialist hygiene room facilities
Medical	<ul style="list-style-type: none"> • Individual medical plan detailing student needs • Medication stored and dispensed securely
Communication and Interaction Needs	
Autistic Spectrum Disorder/ADHD	<ul style="list-style-type: none"> • Access to rest breaks for pupils identified within our graduated approach to SEND. • Access to specialist Learning Mentor for ASC/ADHD for identified pupils. • A 'leave early' pass to avoid busy periods within the school building for identified pupils.
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Scaffolding provided in lessons • Key strategies and adaptive teaching methods used by teaching staff.
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	<ul style="list-style-type: none"> • Adapted teaching methods provided in lessons • Scaffolding provided in lessons
Social, Emotional and Mental Health Needs	
Behavioural Need	<ul style="list-style-type: none"> • Assess-plan-do review cycle to target identified areas of support required.
Emotional, Mental Wellbeing	<ul style="list-style-type: none"> • Access to the school welfare suite and officer • In house counselling service • Access to school nurse • Annual Child Protection training for all staff • Optional additional training opportunities for staff linked to specific areas
Social Needs	<ul style="list-style-type: none"> • Access to break and lunchtime clubs • Access to social skills lesson

Tier 2 Provision & Support

- All pupils in Tier 1 will be based in mainstream classes and have access to Quality First Teaching. Pupils in Tier 2 will have a formal diagnosis of a SEND and their needs will be identified to staff using our school system SEND arrangements.

Sensory and Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Seating plan to accommodate needs • Encourage use of eye contact when communicating with pupils
Visually Impairment	<ul style="list-style-type: none"> • Increased font size for classwork and textbook work • Potential access to touch typing course. • Seating plan to accommodate needs
Physical	<ul style="list-style-type: none"> • Access to lift key (where necessary) • Potential access to support in Physical Education lessons • Adapted lesson start and end times (where necessary) • Specialist hygiene room facilities
Medical	<ul style="list-style-type: none"> • Individual medical plan detailing student needs • Medication stored and dispensed securely
Communication and Interaction Needs	
Autistic Spectrum Disorder/ADHD	<ul style="list-style-type: none"> • Access to rest breaks for pupils identified within our graduated approach to SEND. • Access to specialist Learning Mentor for ASC/ADHD for identified pupils. • A 'leave early' pass to avoid busy periods within the school building for identified pupils.
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Scaffolding provided in lessons • Key strategies and adaptive teaching methods used by teaching staff.
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	<ul style="list-style-type: none"> • Adapted teaching methods provided in lessons • Scaffolding provided in lessons
Social, Emotional and Mental Health Needs	
Behavioural Need	<ul style="list-style-type: none"> • Anger management programme • 'My Behaviour Journey' Programme • 1:1 behaviour mentoring • Enrichment programmes • THRIVE Mentoring • Sensory breaks • Adapted and personalised timetables • Key worker through behaviour team
Emotional, Mental Wellbeing	<ul style="list-style-type: none"> • Access to the school welfare suite and officer • In house counselling service • Access to school nurse • Annual Child Protection training for all staff • Optional additional training opportunities for staff linked to specific areas
Social Needs	<ul style="list-style-type: none"> • Access to break and lunchtime clubs • Access to social skills lesson

Tier 3 Provision & Support

All pupils in Tier 2 will be based in mainstream classes and have access to Quality First Teaching. Pupils within Tier 2 will have a 'Pupil Passport Snapshot' created to share with SEND information and personalisation strategies with classroom teachers.

Sensory and Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Seating plan to accommodate needs • Encourage use of eye contact when communicating with pupils
Visually Impairment	<ul style="list-style-type: none"> • Increased font size for classwork and textbook work • Potential access to touch typing course. • Seating plan to accommodate needs
Physical	<ul style="list-style-type: none"> • Access to lift key (where necessary) • Potential access to support in Physical Education lessons • Adapted lesson start and end times (where necessary) • Specialist hygiene room facilities
Medical	<ul style="list-style-type: none"> • Individual medical plan detailing student needs • Medication stored and dispensed securely
Communication and Interaction Needs	
Autistic Spectrum Disorder/ADHD	<ul style="list-style-type: none"> • Access to rest breaks for pupils identified within our graduated approach to SEND. • Access to specialist Learning Mentor for ASC/ADHD for identified pupils. • A 'leave early' pass to avoid busy periods within the school building for identified pupils.
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Literacy Intervention programme • Access to social skills lessons for pupils identified within our graduated approach to SEND.
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	<ul style="list-style-type: none"> • Adapted teaching methods provided in lessons • Scaffolding provided in lessons
Social, Emotional and Mental Health Needs	
Behavioural Need	<ul style="list-style-type: none"> • Anger management programme • 'My Behaviour Journey' Programme • Enrichment programmes • THRIVE Mentoring • Sensory breaks • Key worker through behaviour team
Emotional, Mental Wellbeing	<ul style="list-style-type: none"> • Access to the school welfare suite and officer • In house counselling service • Access to school nurse • Annual Child Protection training for all staff • Optional additional training opportunities for staff linked to specific areas
Social Needs	<ul style="list-style-type: none"> • Access to break and lunchtime clubs • Access to quieter spaces at break and lunch times • Pupils may have access to social skills lesson

Tier 4 Provision & Support

All pupils in Tier 3 **may** access the following provisions and interventions:

Sensory and Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Seating plan to accommodate needs • Encourage use of eye contact when communicating with pupils
Visually Impairment	<ul style="list-style-type: none"> • Increased font size for classwork and textbook work • Potential access to touch typing course. • Seating plan to accommodate needs
Physical	<ul style="list-style-type: none"> • Access to lift key (where necessary) • Potential access to support in Physical Education lessons • Adapted lesson start and end times (where necessary) • Specialist hygiene room facilities
Medical	<ul style="list-style-type: none"> • Individual medical plan detailing student needs • Medication stored and dispensed securely
Communication and Interaction Needs	
Autistic Spectrum Disorder/ADHD	<ul style="list-style-type: none"> • Access to rest breaks for pupils identified within our graduated approach to SEND. • Access to specialist Learning Mentor for ASC/ADHD for identified pupils. • A 'leave early' pass to avoid busy periods within the school building for identified pupils.
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Scaffolding provided in lessons • Key strategies and adaptive teaching methods used by teaching staff.
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	<ul style="list-style-type: none"> • Adapted teaching methods provided in lessons • Scaffolding provided in lessons
Social, Emotional and Mental Health Needs	
Behavioural Need	<ul style="list-style-type: none"> • Anger management programme • 'My Behaviour Journey' Programme • 1:1 behaviour mentoring • Enrichment programmes • THRIVE Mentoring • Sensory breaks • Adapted and personalised timetables • Key worker through behaviour team
Emotional, Mental Wellbeing	<ul style="list-style-type: none"> • Access to the school welfare suite and officer • In house counselling service • Access to school nurse • Annual Child Protection training for all staff • Optional additional training opportunities for staff linked to specific areas
Social Needs	<ul style="list-style-type: none"> • Access to break and lunchtime clubs • Access to social skills lesson

Tier 5 Provision & Support

All pupils in Tier 4 **may** access the following provisions and interventions:

Sensory and Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Staff may be required to wear radio microphones/transmitter • Assigned link member of staff • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4 • Support from Hearing Impaired team
Visually Impairment	<ul style="list-style-type: none"> • Specialist training on how to effectively guide a student (teaching and support staff) • Enlarged classroom signposts • Additional support in lessons • Adaptive lesson start and finishing times • Use of symbol/ guiding cane • Visual timetable • Specialist equipment provided to adapt school resources • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4 • Support from the Visually Impaired team
Physical	<ul style="list-style-type: none"> • Additional support in a range of lessons • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4 • Access to support from the Physical Difficulty team
Medical	<ul style="list-style-type: none"> • Emergency procedures in place to support a student's needs • A detailed medical plan • Advice from outside agencies where required • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4
Communication and Interaction Needs	
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Specific lessons tailored to the needs of the student • Increased amount of support in lessons • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4 • Access to support from the ASD team

Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Specific activities created to support student's needs • Increased amount of support in lessons • Personalised curricular at Key Stage 4 • Advice from Speech and Language team
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	<ul style="list-style-type: none"> • Access to Learning Support Centre to further develop understanding of work covered within lessons • Increased amount of support in lessons • Time allocated in school to focus on homework • Link Learning Support Assistant • Home to school message books to promote communication skills • Home to school folder to aid organisation skills • Personalised curricular at Key Stage 4
Behaviour, Emotional and Social Development	
Behavioural Need	<ul style="list-style-type: none"> • Access to an Alternative Provision • Support from the Youth Offending team • Support through behaviour team
Emotional, Mental Wellbeing	<ul style="list-style-type: none"> • Referral to CAMHS (Children, Adult, Mental Health Service) • Barnardo's Turnaround support • Drug and Alcohol support team
Sensory and Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Advice from HI team • Regular appointments from HI team within school hours
Visually Impairment	<ul style="list-style-type: none"> • Advice from specialist VI team (both habilitation and curriculum link) • Potential access to Learning Support Assistant in Physical Education lessons • Access to iPads and specialist software to support teaching and learning • Detail reports sent to school
Physical	<ul style="list-style-type: none"> • Support and advice from Physical Difficulties team • Potential transport to and from school • Handwriting intervention
Medical	<ul style="list-style-type: none"> • Specific specialised training linked to student needs
Communication and Interaction Needs	
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Specialised support from ASD team • Additional Year 6 transition • Training from professionals from both in and outside school • Colour coded timetable • Organisation home to school folder

Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Speech and Language referral • Educational Physiologist advice given to school SENDCo
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	<ul style="list-style-type: none"> • Access to small group teaching for core subjects across Key Stage 3 • Additional Learning Support Assistant allocation • Referral to Learning difficulties team at Education Bradford • Support and advice from Learning Difficulties team • Personalised curricular to support additional literacy needs
Behaviour, Emotional and Social Development	
Behavioural Need	<ul style="list-style-type: none"> • Link Learning Support Assistant • Access to behaviour programme through school • Personalised timetable
Emotional, Mental Wellbeing	<ul style="list-style-type: none"> • Referrals through school nurse • Educational Physiologist advice given to school SENDCo
Social Needs	<ul style="list-style-type: none"> • Additional support in lessons from Learning Support Assistant team

Tier5 Provision (Amelia's Resourced Provision)

All pupils within our Amelia Resource Provision have an existing Educational Health Care Plan and require needs which can be categorised as moderate-severe learning difficulties in the areas of 'Cognition and Learning'. Pupils have a wide range of complex learning needs which are additional to their cognition and learning needs.

Pupils within the Resourced Provision will have access to the following:

- Additional transition on entry and exiting into post-16 education.
- Visual timetable with additional time and support to navigate their timetable at the start of each year.
- Bespoke core subjects taught within the Resourced Provision by the RP teaching team.
- Increased pastoral support and daily check-ins with the cohort key adult.
- Pupils in Key Stage 3 will receive a visual timetable and may also receive this in Key Stage 4 if deemed appropriate to a pupil's level of need.
- An adapted curriculum to enhance all four areas of their EHCP, including life skills lessons, bespoke age appropriate PSHE lessons and social skills lessons.
- Small group additional literacy sessions
- Personalised curriculum at Key Stage 4 to include preparation to adulthood studies, including college taster sessions and community-based projects.
- Access to specialist equipment and facilities (sensory room and hygiene room)
- Access to a teaching kitchen to enhance their independent living skills.
- Personalised curriculum at Key Stage 4
- College placement at Key Stage 4
- Work preparation lessons Key Stage 4
- Increased level of Learning Support Assistant (supporting at a 1:3 ratio)
- Specialised Learning Support Assistant team
- Specialist HLTAs (Higher Lever Teaching Assistant)
- Specialist SEND Teacher

The information required to be included in the SEND Information Report is stated in **'The Special Educational Needs and Disability Regulations 2014 (Schedule 1)**. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

<p>3e. Additional support for learning that is available to pupils with special educational needs.</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>We have a wide range of specialist staff to support pupils with SEND, as required.</p> <p>Resources are allocated based on evidence of need and effectiveness. Pupils with an EHCP have resources allocated as outlined in their EHCP. Learning Support Assistants are allocated, where resources allow, during lessons.</p> <p>Pupils with an EHCP have targets and strategies set at their Annual Review. Annual Reviews involve the pupil, parent/carer, subject staff and other professionals to evaluate those targets and strategies.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.</p>	<p>What social, before and after school and other activities are available for pupils with SEN?</p> <p>How can my child and I find out about these activities? How will my child be included in activities outside the classroom including school trips?</p>	<p>We run a range of activities to support SEND pupils within Amelia Salt including homework club and a social club at break and lunchtime. We also offer a homework session for older pupils after school when required. All extracurricular activities are open to all pupils including those with SEND.</p> <p>The extra-curricular timetable is available in all form rooms, on a student noticeboard and on our website. Pupils with SEND are invited to attend a number of both non-residential and residential visits and support is provided where appropriate.</p>
<p>3g. Support that is available for improving the social, emotional and</p>	<p>What support will there be for my child's overall wellbeing?</p>	<p>There is a Wellbeing Suite where pupils can access specialist mentoring and the school nurse. We pride ourselves on providing a high level of student support and guidance.</p>
<p>mental development for pupils with SEND.</p>		<p>We also have an excellent relationship with all the external agencies we work with.</p>

<p>4. In relation to mainstream schools, the names and contact details of the SEND Coordinator.</p>	<p>Who should I contact if I want to find out more about how Titus Salt School supports pupils with SEND and pupils in the Amelia Resource Provision?</p>	<p>Gemma Longbottom (SENDCo)</p> <p>Gemma Russell (Assistant SENDCo)</p> <p>Kate Thomis, Amelia's Resourced Provision Leader.</p>
<p>5. Arrangements for moving between phases of education.</p>	<p>How do we support the transition process?</p>	<p>We recognise that transition can be difficult for any student, particularly for those with SEND. We take steps to include that any transition is as smooth as possible. The SENDCo/Amelia Resource Provision Leader/ Transition Coordinator will visit primary schools and attend Annual Reviews where possible. Your child will be able to visit on a number of occasions and will access taster sessions. Where possible a planning meeting will take place with the SENDCo at the primary school to ensure all documentation is passed over.</p> <p>We have a Connexions Personal Advisor in school who works alongside with the post-16 transition team at the Local Authority. They work closely with our Year 11 pupils and local Post-16 providers to ensure all pupils have a clear destination pathway.</p>
<p>6. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>What training have the staff supporting children and young people with SEND had or are having?</p> <p>What happens if my child needs specialist equipment or other facilities?</p> <p>How will I be involved in</p>	<p>Amelia Salt is made up of: Assistant Head Teacher of Inclusion, Senior Leader SENDCo, Assistant SENDCo, SEND Officer, Amelia's Resourced Provision Leader, Send Teacher, Alternative Provision Coordinator, Behaviour Interventions Leader, and Learning Support Centre Leader. We also have a team of Higher Level Teaching Assistants and Learning Support Assistants. Within the team we have a range of expertise. Training is provided for all staff, including teachers and LSA's as the need arises. There is an ongoing training programme for all staff as well as opportunities to further develop skills.</p> <p>We can call upon support from specialist organisations from within the Local Authority as well as health and social care services.</p> <p>We need you to support us and your child by encouraging them to fully engage with</p>

	<p>discussions about and planning for my child's education?</p> <p>How can I help you in supporting my child's learning?</p>	<p>their learning and any interventions offered by:</p> <p>Helping them to be organised for their school day (ensuring they have all the equipment they need including books and stationery)</p> <ul style="list-style-type: none"> • Ensuring full attendance and good punctuality • Completion of homework • Checking and signing the planner • Attending parent meetings • Returning reply slips
<p>7. The arrangements for consulting young people with special educational needs about and involving them in their education.</p>	<p>How will my child be involved in his/her education?</p>	<p>Pupils are encouraged to take part in Student Council activities, regularly evaluate their work in lessons, attend review meetings, contribute to target setting and review and reflect on their learning and achievements.</p>
<p>8. Any arrangement by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>Who can I contact for further information and who can I contact if I have a complaint?</p>	<p>In the first instance contact your child's Year Team.</p> <p>For queries relating to pupils in the Amelia Resource Provision, please contact the Amelia Resource Provision Leader directly.</p> <p>Alternatively, you may email enquiries@titussaltschool.co.uk</p>
<p>9. How the governing body involves other organisations including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We can access a range of services through the Local Authority. Some of the services we work alongside include teams for: Learning Difficulties, Autism, Physical Disabilities, Visual Impairment, Hearing Impairment, Speech and Language Therapy, Educational Psychology, CAMHS, Social Services, School Community Nurse, Families First.</p> <p>All placements for pupils with SEND are requested and approved through the SEND team at the Local Authority.</p> <p>Our School Offer has been circulated and approved by the Local Authority. This is available on our website and on the Bradford Schools Online website.</p>