



Inclusion and Special Educational Needs and Disabilities Policy

1.0 Introduction

Titus Salt School (TSS) works to promote the inclusion of all its pupils through its policies and practice. For those with special educational needs and disabilities, and those with additional needs, the school seeks to make available a wide range of provision; 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.

The TSS Special Educational Needs and Disabilities (SEND) Offer starts from the following fundamental principles:

- All pupils should have their needs met through a “person centred approach” which supports the resilience and well-being of our pupils; we value pupil and parental engagement at all stages of development
- All pupils will access an inclusive, supportive and positive learning environment. We aim to support all SEND learners to have the confidence and self-esteem to aim high, achieve their aspirations and maximise their full potential
- All pupils will access a broad and balanced curriculum delivered through Quality First Teaching
- We have a clear SEND identification and assessment approach to ensure standardised entry and exit criteria is used to identify additional needs at the earliest possible stage. We aim to make effective use of external partnerships including links with primary schools and other specialist professionals. The views of the young person and their families will be sought and taken into account
- Pupils with special educational needs should be offered full access to a broad, balanced and relevant education
- 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.

High quality teaching adapted and personalised learning for individual pupils is the first step in responding to all learners including those that have SEND. We believe that additional intervention and support cannot compensate for a lack of inclusive ‘quality first’ teaching.

Our teachers have high expectations of all learners and aim to be fully equipped with the skills, enthusiasm and supportive attitude allowing our pupils to overcome any barriers to learning. We use individual support strategies outlined on a SEND ‘Pupil Passport and provide access to additional, targeted teacher input where needed

Our SENDCo and SEND Team’s aim is to promptly implement effective, targeted support and provision for learners identified as SEND to improve the long-term outcomes for all our learners. We aim to use a graduated approach to ‘Assess, Plan, Do, Review’ the support and interventions in place for our SEND Learners.

Children with special educational needs are understood to be those pupils, with or without an Education Health and Care Plan (EHCP), who have difficulty accessing the curriculum. They will include young people with cognition and learning needs, communication and interaction difficulties, social, emotional and mental health needs and sensory or physical requirements.

1.1 Definition of SEND

Children have a Special Educational Need if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the same area of the local education authority
- c) Are under compulsory school age and fall within the definition a) or b) above or would do so if special education provision was not made for them.

For further information, please refer to our school offer (see Appendix 1), or view online:

<https://www.titussaltschool.co.uk/amelia-salt-centre/send/>

For the Bradford Offer please refer to:

<https://localoffer.bradford.gov.uk/local-offer>

2.0 Objectives

Titus Salt School intends:

- To follow the advice provided by the [SEND Code of Practice](#) (Published in January 2015 and last updated 30 April 2020) and the fundamental principles outlined in the code
- 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 ensure all pupils enjoy a high-quality learning experience through which they are able to achieve their full 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 ensure all pupils enjoy a high-quality learning experience through which they are able to achieve their full potential
- To raise aspirations and expectations for all pupils, in particular those who have additional needs
- Titus Salt School aims to prepare pupils for independent adulthood

3.0 Responsibilities

The SEND and Inclusion team consists of the SEND Governor (Lorraine Lucas), Assistant Headteacher Inclusion, SENDCo, Assistant SENDCo, SEND Officer, Amelia Resourced Provision Leader (SENDCo Trained), Behaviour Provisions Manager, and a team of Learning Support Assistants.

- The Governing Body, along with the Headteacher, has overall responsibility for the school's general policy and approach to meeting pupils' SEND and will oversee provision
- The SEND Governor ensures liaison between the Governing Body and the Assistant Headteacher for Inclusion and the SENDCo, who will undertake responsibility for the implementation of policy
- The Assistant Headteacher for Inclusion and the SENDCo and Assistant SENDCo have overall responsibility for the management of the Amelia Salt support team.
- Specific areas of responsibility are shared with the Behaviour Provisions Manager who, along the Assistant Headteacher of Inclusion and the SENDCo are involved in liaison with staff, parents/carers and support agencies, writing of individual action plans/medical plans and conducting reviews
- The Amelia Resourced Provision Leader has responsibility for the designated specialist provision of pupils with learning difficulties and disabilities.
- The CIC Leader is responsible for Children in Care (CIC).
- All teachers are teachers of pupils with SEND and have responsibility for them; the Amelia Salt team provide help and advice to support colleagues in these whole staff responsibilities
- The Behaviour Provisions Manager works with Year Teams to support those pupils with challenging behaviour
- Refer where appropriate to the Wellbeing and School Nursing Team
- All pupils are encouraged to support value and help each other, thus playing their part in the inclusion of all.

4.0 Provision

Pupils are supported in a variety of ways, through:

- Shared support in class with Learning Support Assistants (LSAs) for pupils with an Educational, Health and Care Plan (EHCP).
- Placement in teaching groups, where appropriate and with suitably adapted learning experiences, including modified materials
- Access to external facilities including advice, support with individual or small groups of pupils in order to provide materials and specialist equipment, to inform teaching and support staff to carry out assessments. These external facilities include Educational Psychology Service, Hearing Impairment Team, Medical Needs and Home Education Service (MNHES) Education Bradford's Social Communication Interaction & Learning (SCIL) Team, Visual Impairment Team, Health Authorities, Social Care, Educational Social Workers and home tuition.
- Access to an allocated SEND space during break and lunch times for pupils identified through our graduated approach to SEND.
- Individual IT programmes of literacy and numeracy
- Help with study skills, homework and revision.
- Access to after school homework clubs led by members of the SEND Team.
- Initial screening for dyslexia
- Special provision in examinations, public and internal, if eligible under exam board criteria, e.g., additional time, separate or small group invigilation, readers and scribe
- Allocated time in the Learning Support Centre (LSC) for specific sessions for pupils who meet criteria.
- Allocation of placement in alternative provision outside school as part of our graduated approach to SEND and Inclusion.
- Supported reintegration into lessons

5.0 Special Facilities/Accessibility

- The school has an experienced and caring team of Learning Support Assistants, Higher Level Teaching Assistants and pastoral teams whose contribution and expertise are valued highly
- A bank of laptops is available and interactive smartboards are provided in each main class area
- There is a hygiene room with accessible toilet and shower for those pupils within our Amelia Resourced Provision. Elsewhere in school there are twelve accessible toilets and ramp access to school entrances. Three lifts enable access to each floor
- Pupils arriving by taxi may access either the staff car park near the main entrance or the roundel car park, if ramped access is required.
- Morning 'meet and greet' for pupils arriving by Local Authority led taxis (PTS)

6.0 Reviewing Provision

- Provision is regularly reviewed. Information from subject and pastoral staff is used, along with parent/carer contributions
- Input from the Inclusion team may be supplemented by information from outside agencies where appropriate
- At all stages, pupils are expected to take part in discussing their needs and progress and the provision to meet them, from informal discussion to annual review
- The Behaviour Support Manager and pastoral teams attend reintegration meetings following exclusions to help draw up plans or contracts with pupils and parents/carers.

7.0 Allocation of resources

- Pupils with SEND are initially identified through: primary school liaison, pupil, parent/carer and teacher concerns and through the advice from external agencies.
- Pupils with potential SEND are monitored and identified through the school's 'Identification of Needs' process in which key staff implement the assess-do-review cycle to plan support and provision around identified individuals.
Resource allocation is on the basis of need as identified through procedures based on the code of practice following the graduated approach to provision of 'Range 1-2/ Range 3/an Educational Health Care Plan. Information about the pupil and their learning is also gathered through classroom observation and the use of diagnostic testing, screening and access to external agencies, which serve to inform suitable provision to meet the pupil's needs.
- SEND funding comes through the 'Place Plus' framework. The monetary values are set nationally by the Department for Education (DfE), with the number of places per school set with the Local Authority before the start of the school financial year.
- Amelia Resourced Provision (ARP) for pupils with complex learning needs and disabilities. Places within the Amelia Resourced Provision are allocated through the Local Authority as part of the statutory consultation process for those identified as requiring specialist provision stated within their Educational, Health and Care Plans.
- The majority of money is spent on support staffing, with remaining funding used for specialist resources and administration costs
- Each faculty uses its own capitation allowance (an amount of money given to a school based on the number of students it has) to provide resources and personalized materials for pupils with SEND
- The Inclusion team can bid for additional development funding to be allocated to meet elements of the School Development Plan.

8.0 Success Criteria

- Criteria for evaluating the success of the school's Inclusion policy include nationally recognised tests (Reading Age Variance, SATs, GCSEs, GCE, GNVQ, ELC etc.), alternative accreditation such as Certificate of Achievement, subject based assessments, tutor evaluation, parent/carer response, pupil self-assessment and value-added systems.
- Figures showing high attendance for individual pupils
- Figures showing reduction in exclusion rates, On-Call and isolation which indicate effective practice.
- Pupils Post-16 going onto further education, training or employment
- Progress is monitored using 'Progression Steps' for pupils within our Resourced Provision.
- Pupils who access support participate in enrichment activities such as lunchtime or after school clubs and curriculum visits.

9.0 In-service Training

- Opportunities for in-service training for the Inclusion team is offered
- Whole school issues which relate to SEND are addressed through the school's Continuing Professional Development (CPD) programme.
- Regular meetings with specialist services help to broaden expertise
- All staff take part in the CPD programme.

10.0 Review

This Policy will be reviewed biennially or more often if events indicate that this is appropriate.

11.00 References

- [Special Educational Needs Code of Practice 2015](#)
- [Children and Families Act 2014](#)
- [Titus Salt School Offer](#)
- [Bradford School Offer](#)
- [Equality Act 2010](#) including [The Single Public Sector Public Duty](#)
- [Rights Of The Child, The UN Convention On The Rights of People with Disabilities](#) and [The Human Rights act 1998](#)



12.0 Appendix

Appendix 1 - Titus Salt School Offer

Appendix 2 - Glossary

Appendix 3 – Commonly Asked Questions

Appendix 1 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](#) (Published in January 2015 and last updated 30 April 2020))

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 reviews

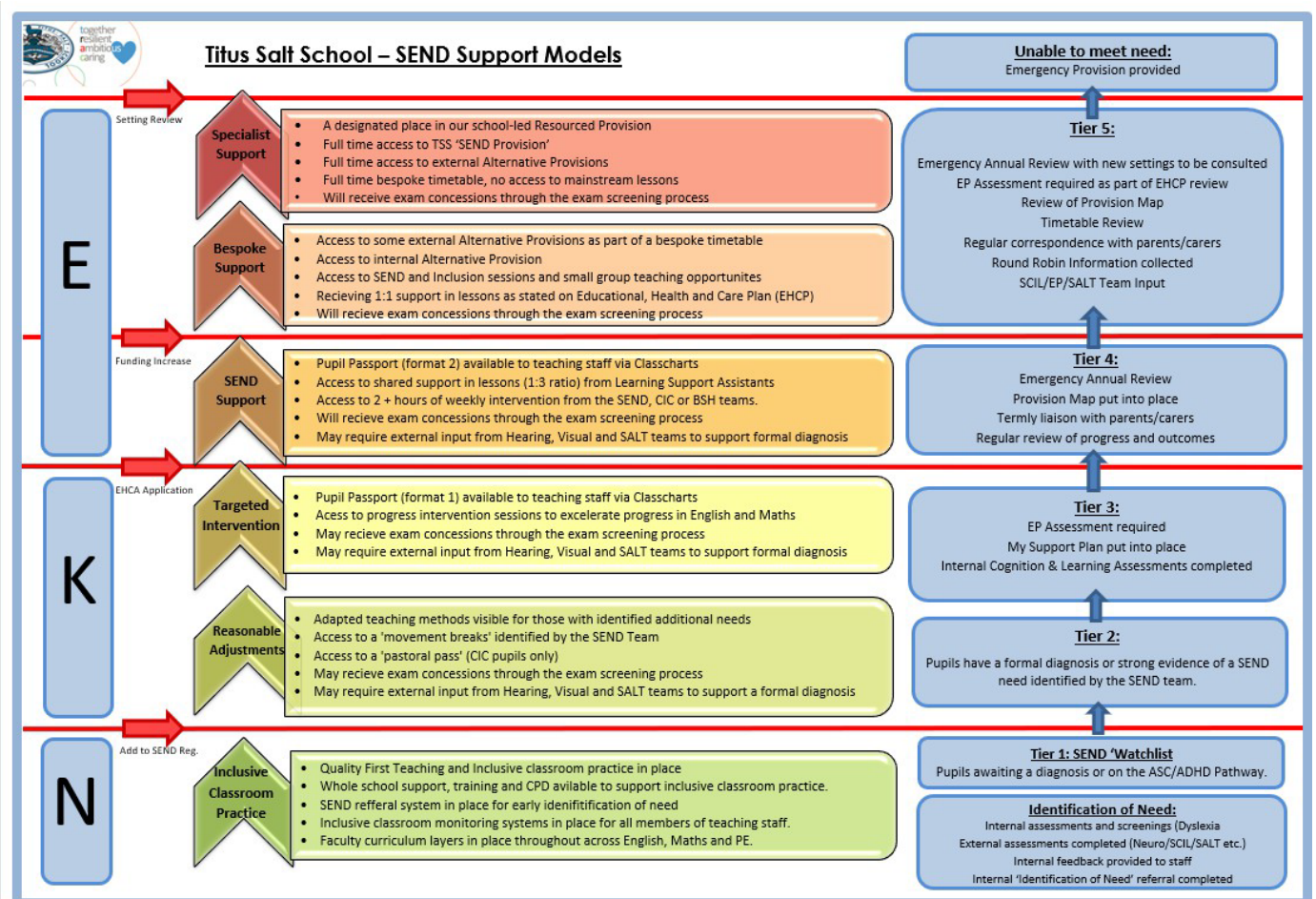
- To work in partnership with parents and carers and a range of other agencies
- To integrate with other pupils wherever possible, those pupils with special educational needs
- To offer a personalised literacy programme to raise level of achievement in Key Stage 3 (Years 7,8 and 9)
- Detailed seating 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 where appropriate • 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 (Pathway/Under Assessment)	<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. • Identification of being under assessment made available to all staff. •
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 where appropriate • 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. • Individualised strategies stated within Pupil Passports
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"> • Sensory breaks where appropriate • Access to appropriate behaviour focused sessions where appropriate
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 3 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 where appropriate • 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. • Individualised strategies stated within Pupil Passports
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • 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"> • Sensory breaks where appropriate • Access to appropriate behaviour focused sessions where appropriate
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 where appropriate • 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. • Individualised strategies stated within Pupil Passports
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"> • Sensory breaks where appropriate • Access to appropriate behaviour focused sessions where appropriate
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 5 **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 • 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) • Adaptive lesson start and finishing times • Specialist equipment provided to adapt school resources • Home to school message books to promote communication skills • Support from the Visually Impaired team
Physical	<ul style="list-style-type: none"> • 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
Communication and Interaction Needs	
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Access to support from the ASD team
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Specific activities created to support student's needs • Advice from Speech and Language team
Behaviour, Emotional and Social Development	
Behavioural Need	<ul style="list-style-type: none"> • 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)
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 • Training from professionals from both in and outside school

Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Ongoing liaison with the Speech, Language and Communication school link.
Behaviour, Emotional and Social Development	
Behavioural Need	<ul style="list-style-type: none"> • Sensory breaks where appropriate • Access to appropriate behaviour focused sessions where appropriate • Access to Alternative Provisions where appropriate
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

The School-led Resourced Provision (Amelia Resourced Provision)

The Resourced Provision at Titus Salt School is a specialist learning environment and a supportive space for children and young people with an EHCP in relation to Learning Difficulties. Our School-Led Resourced Provision is a designated specialist area within the school to meet the specific needs of 30 pupils who have secured a full-time place within the setting through a consultation process with the Local Authority.

As the placing authority, the Council has responsibility for the final decision on the placements of pupils into the Resourced Provision up to the agreed number. The decision will be based on the professional assessment of need and the efficient use of resources, following consultation with the school.

School will accept a pupil approved by the Education Health Care panel for placement, unless:

- it would be unsuitable for the age, ability, aptitude or Special Educational Needs and Disabilities of the child or young person.
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

All pupils in the Resourced Provision are on roll at the school and therefore eligible to access all activities and opportunities available to the main school pupils, dependent on individual needs.

Our Resourced Provision service level agreement with the Local Authority stipulates it will:

- Operate as a full-time provision.
- Aim to engage and develop students both academically and socially by the end of key stage 4.
- Facilitate inclusion of Resourced Provision pupils into the mainstream school wherever possible.
- Provide an individual learning pathway that best suits the needs of each individual child
- Value all children equally regardless of their ability, behaviour, family circumstance, ethnic origin, gender or sexual orientation.

To operate successfully the Resourced Provision has a dedicated team of staff who promote and provide a high-quality, inclusive education interwoven with quality first teaching and learning within mainstream.

To support and develop all eight areas of EHCP needs for pupils placed within the resourced provision, staff within the Resourced Provision also provide the following.

Daily Provision
<ul style="list-style-type: none"> • Specialist RP SEND Teachers, Specialist RP HLTAs and specialist RP LSAs. • High level of adult support in all lessons. • Explicit, visual & auditory instructions. • Scaffolding and adult modelling provided in all lessons. • Multi-sensory experiences and activities to aid learning and memory. • Eyes on supervision to navigate school. • Optional transport service to and from school with an escort. • Adult supervision at designated drop off and collection point in school. • Daily check-in with a key adult. • Seating plans to accommodate individual needs. • Additional transition information, visits and events for pupils entering and exiting the Resourced Provision. • Visual timetable. • Total communication provision. • Specialist equipment where required. • Adjusted lesson start and finishing times. • Annual Review meeting. • Increased pastoral support.
Cognition and Learning
<ul style="list-style-type: none"> • Detailed pupil passport with key strategies and adaptive teaching methods identified for all staff. • Small core teaching groups (no larger than 6 pupils). • Weekly Reading lesson and 1:1 reading. • Unit Award program of study. • Entry Level Certifications studies. • Core computing classes including touch-typing.
Communication and Interaction
<ul style="list-style-type: none"> • Visual aids and task planners. • Verbal communication support. • Non-verbal communication tools (PECS/AAC). • Weekly socially speaking. • SALT interventions/activities following advice provided by Speech and Language Therapist. • Functional social skills support. • Supported breaks and lunchtimes within the Resourced Provision. • Speech and Language referral. •
Social and emotional mental health
<ul style="list-style-type: none"> • Weekly social skills. • Thrive assessment and targeted program of support. • Zones of regulation universal strategies – tailored individualised provision and strategies where required. • Referral to CAMHS (Children, Adult, Mental Health Service) if required. • Regular review meetings with external psychologist/ Psychotherapist working directly with pupils in the Resourced Provision and outside of school.

Sensory &/or Physical

- Assistive technology and tools where required.
- Individual medical plans where required and medication stored and dispensed securely.
- Medical care plans where required.
- Risk assessments where required.
- PEEPs where required.
- Intimate Care plans where required.
- Physiotherapist advice, pupil tailored staff training and bespoke pupil physio programme.
- Regular in school appointments, reviews and advice from specialist VI and habilitation team.
- Access to the sensory room and sensory resources.
- Access to hygiene room facilities.
- Lift access.
- Pupil menus created with metabolic nursing team and/or parents where required.
- Additional weekly physical fitness session.
- Gross motor and fine motor interventions.

Preparation for adulthood

- Weekly Life skills and access to small teaching kitchen
- Weekly PSHE
- Life and Living functional skills
- Weekly PD lesson with key adult
- Input from Short Breaks team
- Annual personalised pupil careers advice within school with advisor, key adult and parents/carers.
- Work preparation lessons and tailored Work experience
- KS4 College taster programme
- Travel training curriculum.

Appendix 2

Glossary

- **Education Health and Care Plan (EHCP)**
Access to full time support within a student's personalised curricular.
- **SEND Code of Practice 2015. New guidelines to support schools to meet the needs of all pupils with additional needs.**
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)
- **Learning Support Centre**
A school-based intervention that provides all pupils with a personalised intervention programme. Also called LSC.
- **Learning Support Assistant (LSA)**
A trained adult who supports pupils with additional needs within the classroom environment.
- **Amelia Salt (AS)**
A faculty that aims to provide a framework to enhance student learning; enabling young people to reach their full potential within the school community and to make a successful transition to adulthood, higher education, training or work.
- **Medical Needs and Hospital Education Service (MNHES)**
Alternative Educational Provision and home/remote tuition.

Appendix 3 – Commonly Asked Questions

Regulation	Question	Response
1. The kinds of special educational needs for which provision at the school.	What kinds of SEND do pupils have at your school?	<p>Cognition and learning</p> <p>Communication and interaction</p> <p>Social, emotional and mental health</p> <p>Sensory and physical.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment for pupils with special educational needs.	How do you know if a pupil needs extra help?	<p>We use information from a range of sources to help identify pupils with SEND. This information includes information from parents/carers, primary school transition meetings, end of Key Stage 2 tests, specialist colleagues and external agencies.</p> <p>Our class teachers, Faculty Leaders and Year Teams closely monitor progress and attainment in all subject areas. Continuous monitoring aids further identification of pupils with special educational needs.</p>
3a. How the school evaluates the effectiveness of its provision for such pupils.	How will I know that my child is making progress?	<p>All pupils, including those pupils with SEND, are assessed within lessons on a regular basis according to each faculty assessment points. Teachers formally assess and review progress and attainment three times a year which is communicated to parents/carers through a formal school report. In addition, Parents' Evenings are held once a year as an opportunity to discuss progress, attainment and attitude to learning.</p> <p>Pupils with an EHCP have targets and strategies set at their Annual Review. Annual Reviews involve the student, parent/carer, subject staff and other professionals to evaluate those targets and strategies.</p>

<p>3b. The school's arrangement for assessing and reviewing the progress of pupils with special educational needs.</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>The school sends home three reports each year which show your child's current attainment and target levels, this also includes their attitude to learning. Faculty Leaders, Year Teams and other key members of staff monitor and track all student progress and highlight any subject that your child is not making expected progress. A suitable intervention will then be put in place to support your child.</p> <p>All parents/carers are kept up to date with progress being made through reports, Parents' Evening, Annual Reviews and individual meetings where required.</p> <p>The school provides information for parents/carers through our school website, newsletters, letters home and Parents' Evenings.</p>
<p>3c. The school's approach to teaching pupils with special educational needs.</p>	<p>How do teachers help pupils with SEND?</p>	<p>Our teachers have high expectations of all pupils, including those with SEND. All relevant information is disseminated to all teaching and support staff to enable them to adapt their lessons to meet the needs of all pupils.</p> <p>We have a wide range of interventions that are accessible to all pupils. Parents/carers are informed if their child has been selected to attend an intervention.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.</p>	<p>How will the curriculum be matched up to my child's needs? How accessible is the school environment?</p>	<p>Pupils follow a traditional curriculum; Pupils in the Amelia Resource Provision also have access to additional lessons to further develop their individual needs.</p> <p>Our school is a safe and accessible building with vibrant displays throughout.</p> <p>All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help pupils with SEND throughout our school including lifts to access all areas, disabled toilets and visual markers.</p>

<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>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 mental development for pupils with SEND.</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>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) Gemma Russell (Assistant SENDCo) 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 Headteacher Inclusion, Senior Leader SENDCo, Assistant SENDCo, SEND Officer, Amelia 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 form 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 Resourced Provision, please contact the Amelia Resourced 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>