



SEND Policy and Information Report

Policy updated: May 2025

Policy review: May 2026

We are...

Working together to **inspire,**
nurture and **motivate** everyone.

WE ARE PART OF



 <p>Tameside Alternative Provision Academy</p>	<p style="text-align: center;"><u>SEND Policy and Information Report</u></p> <p style="text-align: center;">Policy updated: May 2025 Policy review: May 2026</p>
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Member of staff with overall responsibility: Executive Headteacher
Management Committee with reviewing responsibility: Full Committee.

Principles

Tameside Alternative Provision Academy is an inclusive educational service where everyone is made to feel welcome. The TAPA vision sets out to ensure that all students enjoy high quality learning experiences through which they can achieve their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils, parents/carers and staff equally and reducing barriers to learning and participation.

The Special Educational Needs and Disabilities Policy embraces the principles of the 2015 SEND Code of Practice, The Children and Families Act, Equal Opportunities Policy, Curriculum & Assessment Policy, Teaching and Learning Policy and Race Equality Policy.

All staff have a duty to consider the needs of pupils with SEND and to ensure they use their best endeavours in order to follow the advice laid out in this policy.

Definition of SEND

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014: A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Aims and objectives

Every teacher is a teacher of SEND.

Aims:

- Provide every child identified as SEND with access to a broad and balanced education. This includes accessing an appropriate curriculum in line with the Special Educational Needs and Disability Code of Practice 2015 that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Identify, assess, record and regularly review students' progress, needs and provision.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our pupils' achievement both academically and socially and emotionally.
- Support all pupils to excel by offering multiple pathways for progression and achievement.
- Equip pupils with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents/carers and purposefully involve them in planning and supporting all stages of their child's development.

Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the service. Where needs have not been previously identified, staff report observations to the SENCO or SLT who will arrange appropriate assessment.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the Curriculum. This will be co-ordinated by the SENCO, Heads of Centre, and Teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with outside agencies when the pupils' needs cannot be met by the service alone. TAPA receives further support from agencies including: Tameside Families Together, Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Pupil Support Services (PSS), Youth Offending Team (YOT), Inspire and Groundworks.

- Create an environment where students can contribute to their own learning by offering all pupils the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults at the TAPA and carefully monitoring the progress of all pupils at regular intervals.

Responsibility for Coordination of SEND Provision

It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the service's procedures for identifying, assessing and making provision to meet those needs.

The Executive Headteacher, in co-operation with the Governing Body, has a legal responsibility for determining the policy and provision for pupils with SEND, and has responsibility for:

- Ensuring that the implementation of this policy and the effects of inclusion policies on the service are monitored and evaluated and reported to Governors.
- The management of all aspects of the service's work, including provision for pupils with SEND.
- Keeping the Governing Body informed about SEND issues.
- Working closely with the SEND personnel within the service.

The Executive Headteacher for TAPA is Miss J Bailey.

Heads of Centres KS2/3 and KS4 are responsible for co-ordinating the following SEND duties on their respective sites in conjunction with the SENCO:

- Overseeing the day-to-day operation of this policy
- Co-ordinating the provision for pupils with SEND
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Ensuring detailed assessments and observations of pupils with SEND
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the service's SEND List and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing service assessment information, e.g. class-based assessment / records, end of year tests and standardised tests (BKSB, Hodder Reading Test, DASH, YARC, SWST, CATs)
- Contributing to the in-service training of staff and CPD opportunities
- Managing teaching assistants
- Liaising with the SENCOs in mainstream schools to help provide a smooth transition to/ from the TAPA.
- Taking part in LA SEND moderation.

The Head of Centre for White Bridge College is Miss S Connor.

The Head of Centre for Elmbridge School is Mr D Warwood.

The SENCO The statutory obligations the SENCO is responsible for are:

- Coordinating reviews for EHCPs
- Organising access arrangements
- Statutory Review Meetings
- Individual Care Plans
- Administration of all details/duties in relation to SEND including maintaining the service's SEND List and records
- Administration and coordination of deadlines and statutory deadlines relating to SEND

The SENCO for TAPA is Miss S Connor.

Middle Level Leaders (Assistant SENDCO's, and Designated Safeguarding Lead's) are responsible for:

- Being fully aware of the information and needs of pupils who have an EHCP and assist in providing the support detailed in the Plan.
- Identifying students within their areas of responsibilities and referring to the above staff pupils who present with SEND issues or who they have concerns regarding progress
- Gathering assessment-based evidence to support their concerns
- Ensuring the support from the Teachers/Teaching Assistants is targeted to meet the needs of students identified with SEND
- Advising and supporting staff in supporting pupils identified with SEND
- Contributing to Pupil Profiles, Individual Learning Support Plans (ILSP) and statutory review cycles and meetings where appropriate and relevant to their area of responsibility.
- Providing feedback for pupils identified with SEND to parents via review days.

The Assistant SENDCOs are Mrs C Vethamony and Mrs P Mercer.

The Designated Safeguarding Lead for TPRS is Miss D Hindley.

Class teachers are responsible for:

- Providing an inclusive environment within their classroom for pupils with SEND and for providing an appropriately differentiated curriculum. They can draw on support of the Middle Leaders and Heads of Centres, (HOC) as well as the SENCO, for advice on assessment and strategies to support inclusion.
- Identifying students with SEND within their classes and referring to their HOC and SENCO.
- Being fully aware of the information and needs of pupils they teach who have an EHCP and assist in providing the support detailed in the Plan.
- Contributing to ILSP's and Pupil Profile's and ensuring the strategies contained within them are implemented within their classroom to support the pupils' needs.
- Making themselves aware of this policy and the procedures for identification, monitoring and supporting students with SEND.
- Giving feedback to parents of students with SEND via phone, individual meetings and review days.

All staff at the TAPA have a responsibility for pupils with SEND and all teachers are teachers of special educational needs. A positive and sensitive attitude is shown towards students with SEND that attend the TAPA and Staff have a duty of care towards these students.

The Pastoral Team (incorporating the Pastoral Managers, the Attendance Officer, the Safeguarding, Welfare and Attendance Team and Teaching Assistants) are responsible for:

- Coordinating the multi-agency response to pupils identified with SEND.
- Liaising with parents/carers.
- Coordinating the production of Pupil Profile's and their evaluations.
- Liaising with staff where there are pupil development concerns.
- Working closely with Leadership and staff within their sites in identifying and supporting pupils with SEND.
- Being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Being fully aware of the information and needs of pupils who have an EHCP and assisting in providing the support detailed in the Plan.
- Undertaking testing and contributing to the information required when TAPA makes a request for a statutory assessment of need.
- Monitoring the attendance of pupils identified with SEND.
- Giving feedback to teachers about pupils' responses to tasks and strategies.
- Providing progress reports on individuals/cohorts of pupils who they work with.

Arrangements for Coordinating SEND Provision

The SENCO holds details of all SEND Support records such as the SEND List, provision maps, Pupil Profile's and EHCPs. All staff can access the following documents on the staff shared drives:

- The TAPA SEND Policy and Information Report.
- A copy of the full SEND List.
- Outcomes of EHCP Review meetings
- Information on individual pupils' special educational needs including student profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils.

Identification of Special Educational Needs and Disabilities at Tameside Pupil Referral Service: *A Graduated Approach*

The TAPA follows a widely recognised, cumulative three-tier approach to differentiating levels of need, consisting of:

1. **Universal** – primarily classroom-based approaches designed for the benefit of all pupils, all the time.
2. **Targeted** – additional school-based and external agency approaches for small groups of pupils, provided on a short to medium term to address specific barriers to achievement.
3. **Specialist** - additional school-based and external agency approaches for individual pupils, provided on a longer-term basis to address persistent barriers to achievement.

For a young person to be designated at the third stage, they must be subject to an Education, Health and Care Plan (EHC Plan).

The SEND Code of Practice (2015) outlines four broad areas of need within SEN and disabilities. Having been referred to the TAPA, on admission each young person is automatically deemed to have an additional need requiring support above and beyond the first wave of provision, 'Quality First' teaching.

As such, all young persons are designated on the TAPA's Register of Additional Needs and Additional Funding as being at the second tier of provision, known as 'SEN Support'. This listing sits alongside a basic outline of the nature of their needs. The nature of such needs will typically come under the umbrella term 'Social, Emotional and Mental Health needs' but may also include other learning needs. Students' difficulties and disabilities will fall under one or more of the following broad areas of need.

Cognition and Learning Difficulties, such as:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Moderate Learning Difficulties (MLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SPLD)
- Dyslexia
- Dyscalculia
- Dysgraphia
- Dyspraxia

Social, Emotional and Mental Health Difficulties, such as:

- Attachment Disorders
- Adjustment Disorders
- Anxiety Disorders
- Depression
- Obsessive Compulsive Disorder (OCD)

Communication and Interaction Difficulties, such as:

- Autistic Spectrum Disorder / Autistic Spectrum Condition (ASD / ASC)
- Asperger's Syndrome
- Speech, Language and Communication needs (SLCN)
- Sensory and/or physical impairment, such as:
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disabilities

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils can access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.

In the same way, a medical diagnosis or a disability does not necessarily imply a special educational need. It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered.

Both Elmbridge School and White Bridge College are accessible sites. Elmbridge School is all on one level, and there is a lift at White Bridge College to move between the two floors. For a copy of the accessibility plan, please contact the Head of Centre for the relevant site.

Tameside Alternative Provision Academy Provision Map 2025-26

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or Sensory
Wave 1: Universal	<ul style="list-style-type: none"> • Access to qualifications at GCSE or Functional Skills levels at Key Stage 4. • Baseline assessments. • Broad and balanced topic-based curriculum. • Contextual Functional Skills taught through a cross-curricular approach. • Differentiation within lessons. • Focus on returning to mainstream education where appropriate. • Half-termly progress data collection. • High quality, inclusive teaching. • In-class support from a teaching assistant where necessary. • Person Centred Plan. • Project-based learning. • Reading and spelling age tests. • Small, targeted teaching groups. 	<ul style="list-style-type: none"> • Differentiation within lessons. • Focus on communication and social skills. • Focus on returning to mainstream where appropriate. • High quality, inclusive teaching. • In-class support from a teaching assistant where necessary. • Increased visuals. • Person Centred Plan. • Small teaching groups. • Structured routines. • Structured school day. • Structured, supervised break times. • Visual timetables 	<ul style="list-style-type: none"> • Animal therapy sessions. • Baseline assessments. • Consistent application of the behaviour for learning policy. • Daily tutor check-ins. • Differentiation within lessons. • Focus on returning to mainstream where appropriate. • High staff-to-pupil ratio. • Increased home contact. • Monitoring and follow-up assessments. • Person Centred Plan. • PSHE lessons with a focus on mental health, keeping safe in the community, healthy relationships and independent life skills. • Signposting to outside agencies. • Small teaching groups. • Structured, supervised break times. • Supervised breakfast and lunch times. 	<ul style="list-style-type: none"> • Access to a computer for learning tasks where necessary. • Access to school nurse. • Building access plan. • Differentiation within lessons. • Flexible teaching arrangements. • Health Care Plan. • Person Centred Plan. • Risk assessment.
Wave 2: Targeted	<ul style="list-style-type: none"> • Access arrangements. • Access to a computer for learning tasks. • In-class support from a teaching assistant. • Outreach service. • Referral for Educational Psychology. • Referral to the ADHD pathway. • Targeted interventions. • Targeted revision. • Work experience (Key Stage 4). 	<ul style="list-style-type: none"> • Communication prompts. • In-class support from a teaching assistant. • Referral for Educational Psychology. • Referral for Speech and Language Therapy. • Referral to the Multi-Agency Autism Team. 	<ul style="list-style-type: none"> • Access to Summit Outdoor Education. • Focus on restoration using Restorative Justice. • Referral for counselling. • Referral to Educational Psychology. • Referral to Healthy Young Minds. • Report cards. • Risk assessments. • Timetabled intervention sessions. 	<ul style="list-style-type: none"> • Larger font resources. • Referral to the sensory and physical team. • Staff aware of type of need and implications. • Visual cues.
Wave 3: Specialist	<ul style="list-style-type: none"> • Access to one-to-one tuition. • Referral for an Education, Health and Care Plan. • Support with transition to appropriate setting. 	<ul style="list-style-type: none"> • Referral for an Education, Health and Care Plan. • Support with transition to appropriate setting. 	<ul style="list-style-type: none"> • Referral for an Education, Health and Care Plan. • Support with transition to appropriate setting. 	<ul style="list-style-type: none"> • Referral for an Education, Health and Care Plan. • Support with transition to appropriate setting.

Quality First Teaching: 'The baseline of learning for all pupils'

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO/HOC will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above actions it can be determined which level of provision the pupil will need.
- If a pupil has recently been removed from the SEND List, they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the service.
- The pupil is monitored if concern is raised by a parent or teacher, but this does not automatically place the pupil on the school's SEND List. Concerns are discussed with
- parents/carers and recorded by the TAPA as an aid to further progression and for future reference.
- Pupil progress meetings, tutor meetings and review days are used to monitor and assess the progress being made by all pupils. These meetings occur at least three times per year.

SEN Support

Upon entry to TAPA, all pupils are placed on the SEND List for their Social, Emotional and Mental Health needs, including behaviour: this is because pupils have had a graduated approach within their mainstream schools which has not worked for them. In areas outside of SEMH, where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the TAPA SEND List. The aim of formally identifying a pupil with SEND is to help the TAPA ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external

support services will also be considered. Any parental concerns will be recorded and compared with the service's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

We accept the principle that pupils' needs should be identified and met as early as possible. We use several indicators of special educational needs:

- Liaison with mainstream schools on exclusion and reintegration
- Information from other previous schools
- The analysis of data including KS2 SATs, Cognitive Abilities Tests, reading and comprehension ages, other standardised tests, annual student assessments
- The completion of concern forms by members of staff
- Following up parental concerns
- Pupil self-referral
- Tracking individual pupil progress over time
- Information from other services

Plan

When it is decided to provide a pupil with SEN Support, parents will be informed in writing. Planning will involve consultation between the teachers, MLL, SENCO, HOC and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The tutors and teachers remain responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviewing pupil progress will be made at termly academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support, making any necessary amendments going forward, in consultation with parents and teachers.

Referral for an Education, Health and Care Plan:

If a pupil has significant or lifelong difficulties, they may undergo a Statutory Assessment Process which is usually requested by the service but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENCO/HOC and other staff if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Support staff
- The SENCO
- The Heads of Centres
- The previous mainstream setting
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Stages of transition:

- When a pupil moves between Key Stages and sites, information is shared via the SENCO and cascaded to the relevant staff at the new site. The TAPA's open-door policy ensures that staff can meet with the SENCO without appointment, and secure email and telephone communication is used within the TAPA as a matter of course.
- Where a pupil reintegrates to a mainstream school, the reintegration team and the SENCO will meet with the SENCO or head of year from the allocated school and the pupil onsite, before arranging to visit the new school with the pupil and parents/carers, and then the process of reintegration will begin. It is at this initial meeting that information can be shared appropriately.

A member of the reintegration team will work with the mainstream school for a period of 12 weeks, and will visit them for reviews at 4, 8 and 12 weeks. Members of the reintegration team and the SENCO are easily contactable by phone or email throughout the 12-week period, and will endeavour to provide appropriate support, information and signposting.

- Where a pupil with an EHCP transitions from TAPA to a mainstream school, the school will receive a copy of the EHC Plan for consultation and can contact the TPRS for information and to arrange to meet the pupil, in line with the Local Authority's processes.
- Where a pupil transitions to a specialist provision outside of the TAPA, the school will receive a copy of the EHC Plan for consultation and can contact the TAPA for information and to arrange to meet the pupil, in line with the Local Authority's processes.
- The TAPA also uses some sources of Alternative Provision, such as Tameside College, Strive and Manchester Top Team. Pupils transitioning to alternative provisions will meet with the attendance and engagement officer, who will share all relevant information and will be available as a point of contact for the duration of the provision.

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, if it is decided that the needs of an individual are not being met by the support that is ordinarily available, an EHC Plan will be provided by Tameside Council. Both staff at the TAPA and parents will be involved developing and producing the plan. At KS4 some pupils already have an EHCP where they access the specialist Social, Emotional and Mental Health provision at the TAPA. Staff will follow the guidance already written into the existing plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Person- Centred Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the service as is necessary, as far as possible, considering with the wishes of parents and the needs of the individual.

The TAPA is not a designated specialist provision for young people with an Education Health Care Plan or Statement of Special Educational Needs, at Key Stage 2 or 3. However it does make provision for young people with special educational needs and disabilities (SEMH) at Key Stage 4 who have an EHCP.

Regular training and learning opportunities for staff about SEND and SEND teaching are provided at the TAPA. Staff members attend twilight sessions and have weekly Inset training to further develop skills and knowledge.

Where a pupil is viewed to require more formalised support through an Educational Health Care Plan, the TAPA will look to initiate statutory assessment – or where the pupil is dual-registered with a mainstream school, contribute to the statutory assessment process. This process is outlined in more

detail within our School Offer for SEND, which is in line with Local Authority guidance, and can be found at <https://www.tameside.gov.uk/localoffer>.



Specialist SEND Provision

At KS4 the TAPA offers specialist provision for pupils with an EHCP for Social, Emotional and Mental Health needs at Key Stage 4. This is based at Elmbridge School.

White Bridge College is not a specialist provision, as the specialist provision for children with SEMH as their main area of need at Key Stages 2 and 3 is Thomas Ashton School.

Ensuring Access to the Curriculum for Pupils with SEND

The SENCO and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on all sites about SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.
- Ensuring that in-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Ensuring that individual or small group intervention is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

Inclusion of Pupils with SEND in Their Own Learning and Development

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2015). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- Express their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- Person Centred Reviews
- Positive Handling Plan reviews
- The setting of individual targets

Working in Partnership with Parents & Carers and Individuals with SEND

The TAPA believes that a close working relationship with parents/carers is vital in order to ensure: Early and accurate identification and assessment of SEND leading to the correct provision. Continuing social and academic progress of children with SEND to enable personal success. Parental views are considered and valued.



We do this by:

- Working effectively with all other agencies supporting pupils and their parents
- Making parents and carers feel welcome
- Inviting parents, carers and governors to informal sessions at least once a year
- Encouraging parents and carers to inform the TAPA of any difficulties they perceive their child may be having or other needs their child may have
- Instilling confidence that the TAPA will listen and act appropriately
- Focusing on the pupil's strengths as well as areas of additional need and agreeing targets
- Allowing parents and carers opportunities to discuss ways in which they and the TAPA can help their child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Making parents and carers aware of the SENDIASS. This information is included in formal documents from Tameside Council, is available as a leaflet in the reception areas of both sites and may also be referred to in informal discussions with parents and carers.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO/HOC may also signpost parents of pupils with SEND to the SENDIASS service where specific advice, guidance and support may be required. Leaflets with SENDIASS information are available in the reception areas of both sites.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child. The service's SEND link governor may be contacted at any time in relation to SEND matters.

Allocation of Resources for Pupils with SEND

All pupils with SEND (including those with statements and EHCPs) will have access to element 1 and 2 of a school's budget which equates to up to £10,000. Some pupils with more complex SEND may require additional funding, in Tameside this is referred to as the High Needs Funding Block. This additional funding can be acquired from a budget which is devolved to and moderated by Tameside LA. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. Pupils with a statement or EHCP have an allocated fund additional to element 1 and 2 as set out in their plan and determined by the LA.

It is the responsibility of the senior leadership team, SENCO and governors to agree how the allocation of resources is used for SEND support.

A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.



Links to Support Services and Other Agencies

The TAPA continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our staff and other stakeholders is key to the effective and successful SEND provision within our service. Any one of the staff may raise concerns about a student. This will then be brought to the attention of the SENCO/HOC who will then inform the child's parents. The Deputy Heads at each site hold a weekly SWAT meeting (Safeguarding, Welfare and Attendance Team) with the Attendance and Engagement Mentor, School Nurse and SENCO who coordinate wrap around care for pupils who require additional support. At this time any relevant information regarding students with SEND is discussed and if necessary, filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

Evaluating the Success of the Provision

In order to make consistent continuous progress in relation to SEND provision the TAPA encourages feedback from staff, parents and pupils during the academic year. Parents, staff and pupils are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The TAPA offer an Open-Door policy where parents can access the SENCO/HOC regularly without making an appointment as fitting with their commitments and responsibilities. Further feedback from parents can be given at any time through email contact available on the school website or phone contact via reception.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The evaluation is carried out by the SENCO in consultation with the Executive Headteacher and the link SEND governor. Information is gathered from different sources such as pupil and parent surveys, teacher and staff surveys, review days, and report feedback forms. This will be collated and published by the governing body of the TAPA on an annual basis in accordance with section 69 of the Children and Families Act 2014.

In-service Training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The TAPA seeks the support of the Local Authority's Educational Psychology and Pupil Support Services and other professional sources when a need for specialist training is identified. The SLT consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENCO attend relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific pupils at the TAPA and via in-house training provided by the SENCO and the SLT.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or designated SLT who will be able to offer advice on formal procedures for complaint if necessary. The full complaints procedure can be found on the school website: <http://www.tprs.tameside.sch.uk/about-us/policies/>.

Monitoring of this Policy

The success of this policy and its implementation will be evaluated using the following indicators
Recorded views of pupils and parents/carers gained at review meetings
Measurable gains from pupil performance, particularly in terms of standardised tests (achievement, social competence) and GCSE / qualification results
Ongoing feedback from professionals within the TAPA and from outside agencies.

Signed by:

The chair of governors:

Date: _____

Executive Headteacher:

Date: _____

This policy will be reviewed annually.