

Dear parent,

As discussed at the Parental Information Evening, I am looking to gather Special Educational Needs (SEN) information from you, before your child starts at Tarporley in September. This information will be used when I create SEN Learning Plans for students. There are three levels of SEN intervention at Tarporley High School.

- Wave One - SEN Monitoring

This covers the vast majority of students. SEN Monitoring Plans are there to give information to teachers about students and their needs. They are also a record of any support they are receiving. For example, a student may have ADHD and need movement breaks in lessons. Another student may have dyslexic traits and need key words and sentence starters to support their learning. These Learning Plans are also used to monitor students whom we have concerns over and want to monitor their progress.

I also use these plans to share information about medical needs e.g. diabetes or allergies.

- Wave Two - SEN Register

These are students that are receiving support that is different from or additional to their peers. Students do not need a diagnosis to be on the SEN Register, support is based on need.

- Wave Three - Students with an EHCP

These are students who need support above and beyond what can be offered to a student who is on the SEN Register. EHCP's are written by the local authority and require significant intervention.

This Microsoft Form contains questions that I would like all parents of children with additional needs to complete. I will consider your responses when I write the Learning Plan for your child. I would really appreciate you sitting with your child and completing this information with them. This Learning Plan will be read by teachers so that they know how to best support your child in school.

<https://forms.office.com/e/qjHrNm4ALz>

Please be aware that we also visit all primary schools to meet with the Year Six teachers and/or SENCO to discuss SEN/pastoral needs.

There is an option to request contact from school to discuss any needs in greater depth. This contact may be from either myself or one of the SEN Team at Tarporley.

Yours faithfully,
Mr M Pringle

SENCO

WAVE 1

WAVE 1 – Inclusive high quality teaching for all, providing differentiated work and creating an inclusive environment.

“PUPIL PASSPORT”

High quality teaching – Year 7 Baseline assessments - Screeners - STEPS breaktime and lunchtime –
Wednesday enrichment afterschool support – Time out cards – Pastoral support - Exam access arrangements

“REFERRALS TO OUTSIDE AGENCIES MAY ALSO BE MADE IF REQUIRED”

WAVE 2

WAVE 2 – Specific, time limited additional measures for some children who need help to work at or above age-related expectations.

“ON THE SEND REGISTER – PERSONAL LEARNING PLAN AND PUPIL PASSPORT”

High quality teaching – Targeted interventions may include... - Literacy / numeracy intervention – Social skills
– Next steps – Individual mentoring – Access to some in-class TA support – Exam access arrangements

“MAY INCLUDE ADVICE, SUPPORT AND GUIDANCE OF OUTSIDE AGENCIES”

- Community Paediatrician – Occupational Therapy – Speech & Language – CAMHS
- CWAC Educational Psychology Service – CWAC Autism Service – CWAC Sensory Service
- School Nurse – CWAC / Cheshire East Local Authority SEND Teams

WAVE 3

WAVE 3 – Additional highly personalised interventions.

“EHCP – PERSONAL LEARNING PLAN AND PUPIL PASSPORT”

High quality teaching - Targeted interventions – Access to in-class TA support – Exam access arrangements

“MAY INCLUDE ADVICE, SUPPORT AND GUIDANCE OF OUTSIDE AGENCIES”

- Community Paediatrician – Occupational Therapy – Speech & Language – CAMHS
- CWAC Educational Psychology Service – CWAC Autism Service – CWAC Sensory Service
- School Nurse - Early Intervention in Psychosis Team – CWAC Young People's Services
- CWAC / Cheshire East Local Authority SEND Teams



SEND WAVES OF INTERVENTION