

SEND Information Report 2026-2027

SEND Provision at Tarporley High School and Sixth Form College

‘A Whole School Approach to Access, Participation and Achievement’

Welcome to Tarporley High School and Sixth Form College’s SEND Information Report. All schools have a duty to publish information on their website about the implementation of the policy for students with SEN.



SEN Inclusion Statement

At Tarporley High School, our SEND and Inclusion strategy reflects the vision of Cheshire West and Chester: to ensure that all children and young people with SEND have their needs met at the right time, in the right place, so they are happy, healthy, safe, and able to thrive.

We are committed to being a fully inclusive school at the heart of our community, with high expectations and aspirations for every student. We recognise the importance of early identification and responsive support. We use a graduated approach enables to match provision to individual needs while maintaining a strong focus on high-quality, inclusive teaching for all.

We work in partnership with parents, carers, and external agencies to secure the best possible outcomes for every learner. We aim to foster a culture where all students feel safe, welcomed, valued, and a strong sense of belonging.

Our staff are dedicated to removing barriers to learning and participation, ensuring that all students can access a broad, ambitious curriculum delivered by skilled teachers, aided by our support staff. Through this commitment, we aim to empower every young person to achieve academically and socially.

What kinds of special educational needs does Tarporley High School and Sixth Form College make provision for?

We are an 11-18 Academy School and Sixth Form College situated on the outskirts of Tarporley. We are proud of the excellent reputation that the school has long held in the local area and beyond. Our most recent Ofsted Inspection in 2023 rated us good, including our provision for students



with special educational needs and/or disabilities (SEND). We are an inclusive school that expects all our students to achieve their best. We have provision to meet the needs of most students from a broad range of areas included within the SEND Code of Practice (DfE, 2014). The majority of our interventions are delivered within STEPS which is our Inclusion Resource Centre.

- **Communication and interaction**

CWAC Autism Service

We work closely with CWAC Autism Service in order to support individual students with difficulties associated with their autism. This may involve the Autism Service visiting school to work with SENCO / TAs / Teachers as well as parents / carers and students. It may also involve the SENCO implementing recommendations from reports that are sent into school and / or disseminating information to staff. We have also been part of the CWAC Autism Service's Social Communication Programme which utilises the Autism Education Trust's 'Autism Standards'. This has helped us to further embed inclusive high-quality teaching strategies and support for students with communication and interaction difficulties across the school. Our aim is to ensure that all staff are knowledgeable and confident in supporting students with communication and interaction difficulties.

Speech and Language Team (SALT)

We also work closely with CWP / Cheshire East Speech and Language Teams (SALT). The SENCO regularly liaises with SALT in order to support individual students with their Speech, Language and Communication Needs. This may involve SALT visiting school to work with SENCO / TAs / Teachers as well as parents / carers and students. It may also involve the SENCO implementing recommendations from reports that are sent into school and / or disseminating information to staff. We offer communication and interaction based interventions within STEPS including:

Talkabout for Teenagers

There is a fortnightly Social Communication Skills group for students in Key Stage 3 which is led by a TA using the SALT / Autism Service recommended 'Talkabout for Teenagers' programme. The programme covers areas such as self-awareness and self-esteem, body language, conversational skills, friendship skills, assertiveness skills. Students are referred to this group following concerns from the pastoral team and / or parents / carers and / or students themselves. [What is TALKABOUT? – Alex Kelly Ltd](#)

Vocabulary Enrichment

We also use the 'Vocabulary Enrichment' programme for students who have problems understanding (receptive) and using (expressive) spoken language. This SALT recommended programme is used 1:1 with students to develop their understanding and expression of word meanings and vocabulary in order to enhance learning and social interactions. This intervention is considered for students who are displaying significant speech and language difficulties in consultation with the appropriate SALT practitioner.

<https://www.routledge.com/Vocabulary-Enrichment-Programme-Enhancing-the-Learning-of-Vocabulary-in/Joffe/p/book/9780863887987>

- **Cognition and learning**

Inclusive High-Quality Teaching

At Tarporley High School and Sixth Form College staff are experienced in supporting students with cognition and learning difficulties through inclusive high-quality adapted teaching within the classroom. For example, we support students through breaking down tasks into bite size chunks, using multisensory teaching and learning methods, providing structured support for literacy-based activities as well as providing additional TA support in some classes/ curriculum areas across the school

CWAC Educational Psychologist

The SENCO works with the CWAC Educational Psychology team to support students during EHCP assessments. There are no other allocated hours available to school for individual assessments.

CWAC Cognition and Learning Team

This is a newly introduced service for 2026/27. School can refer students for advice from the LA to request support and advice for students who have significant cognition and learning needs.

We offer a range of cognition and learning based interventions within STEPS including:

IDL Literacy / Numeracy Intervention during registration

We have recently purchased IDL Online Intervention Software to support learners with dyslexia and other learning difficulties to make progress with their literacy and / or numeracy.

IDL Literacy is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. Research studies have shown that IDL Literacy can increase the reading and spelling ability of pupils by an average of 11 months after just 26 hours of use.

<https://idlsgroup.com/literacy>

Year 7 students who are identified as working within the below average / low average range (standardised scores) in reading and / or spelling will be offered the opportunity to work with our team of TAs in STEPS for two 20-minute registration sessions a week in order to improve their literacy skills.

IDL Numeracy is a maths software resource that helps to improve ability for low-attaining learners in mathematics looking at bonds, counting, sequencing, patterns, number value, place value, arithmetic.

<https://idlsgroup.com/numeracy>

IDL Literacy and Numeracy can also be accessed from home and this is strongly encouraged. Parent Guides are available to support with this. Please contact Mr Pringle for further information.

Core Intervention – Literacy

Specific literacy intervention is put in place through a supported reading programme. Students are screened using the New Group Reading Test and appropriate intervention is put in place if needs are identified. We have a phonics reading group which is run by 6th Form students and overseen by our Literacy Coordinator and School Librarian.

Students who are identified as needing additional literacy intervention may be supported through our Lexonik literacy programme. This is delivered by trained members of staff and is designed to be a short term boost to students' phonological knowledge.

<https://lexonik.co.uk/literacy-intervention-programmes/lexonik-leap>

Students who have completed the phonics intervention but still have reading fluency needs are supported through Key Stage 3 Reading Fluency programme.

Key Stage 3 Targeted Intervention

A very small number of students who are identified as working within the below average range (standardised scores) in reading and spelling will require more than our registration intervention sessions. In consultation with colleagues, parents / carers and students, students are dis-applied from languages to ensure two hours of additional support a week. Students may use a combination of intervention programmes in order to develop their literacy and / or numeracy including:

- **IDL Literacy / Numeracy** (<https://idlsigroup.com/>)
- **Power of 2** which is a 1:1 programme for maths success (<https://www.123learning.co.uk/power-of-2-book>)

This is in addition to the leading TA revisiting key topics / concepts / skills from English and maths lessons.

Key Stage 4 Targeted Intervention / Vocational ASDAN Course

Some students may struggle to cope with the demands of a full GCSE timetable at Key Stage 4 and require additional time to be built into their timetable for subject intervention support. Students will either work 1:1 or in small groups to work on subject specific work. This can include overlearning, revision, coursework and homework support. Some SEND students may also opt to study the vocational ASDAN Certificate of Personal Effectiveness which is a nationally recognised qualification allowing students to demonstrate a range of personal qualities, abilities and achievements, as well as introducing them to new activities and challenges through the development of a portfolio.

- **Social, emotional and mental health difficulties**

Mentor Sessions

For some students, difficulties with their social and emotional development can mean that they require additional support. Students who receive significant support and intervention in school from the SEND Inclusion Team may be allocated a 'Key Worker'. The role of the key worker is to meet with the student regularly in order to build up a positive relationship and discuss any potential barriers to learning so that students can achieve to their full potential.

Next Steps

.Next Steps is a goal- based outcomes tool which provides a platform to enable safe and structured conversations with young people who may be struggling with their emotional

health and wellbeing. Next Steps takes the young person on a journey encouraging them to discuss their thoughts and feelings and empowering them to set their own goals. Students are referred to the SENCO through the Pastoral Support Team and / or SENCO and in consultation with parents / carers and student.

Emotional Literacy Support

These sessions cover a range of issues such as building resilience, emotional regulation skills, social and friendship skills, loss, bereavement and change within families, therapeutic and social stories, active listening and reflective conversations. Students are referred to the SENCO through the Pastoral Support Team in consultation with parents / carers and student.

Mental Health First Aid/CAMHS

All students are given assemblies on their mental health and strategies to support them. This is also part of the school's PSHE programme. The school refers students to Healthbox when needed. Students are also referred to CAMHS as and when required by SENCO / Year Leaders. SENCO / Year Leaders work with CAMHS to support individual students with their mental health and attend Consultation Sessions as and when required. TAs have been provided with external training from CAMHS on Autism, ADHD and the Social, Emotional and Behavioural Response.

- Sensory and/or physical needs

We work closely with external agencies to provide support for students in school who have sensory and / or physical difficulties such as the Occupational Therapist or Hearing / Visual Impairment Service. The SENCO liaises with these agencies in order to support individual students with their practical and social skills necessary for everyday life. This may involve them visiting school to work with SENCO / TAs as well as parents / carers and students. It may also involve the SENCO implementing recommendations from reports that are sent into school and / or disseminating information to staff. Where necessary, we make adaptations to the curriculum or environment in order to make lessons or learning opportunities accessible to students.

Section 1:

How does Tarporley High School and Sixth Form College know if children / young people need extra help and what should I do if I think my child / young person may have special educational needs?

Tarporley High School and Sixth Form College has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised and we identify need at the earliest point, taking into consideration all aspects of a student's performance in different areas of learning and development or subjects to establish whether lack of progress arises from SEN and / or disability. The SEND Code of Practice states that "a pupil has SEN where their learning difficulty or disability calls for special educational provision, provision different from or additional to that normally available to pupils of the same age" (DfE, 2014).

The attainment and progress of all students is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual students are making expected progress within the classroom. If teachers have concerns regarding the progress of a student in their class, they will initially discuss these *subject specific concerns* with parents / carers. For more *general concerns about progress*, Group Tutors, Year Leaders and / or the SENCO would become involved. Staff would be able to explain what support is in place within the classroom to ensure the student is making progress, using inclusive high-quality teaching strategies as our first response. This means support for the student from the classroom teacher.

When a concern is passed to the SENCO, the SENCO will initially place the student at a 'monitoring stage' whilst further data is gathered. Subject teachers will be immediately alerted to these concerns and an inclusive high quality first teaching message will be sent out in order to support the student within the classroom as our first response, outlining strategies teachers should implement via. their 'Pupil Passport'. Pupil Passports outline clearly the barriers to a student's learning and strategies that staff should implement within the classroom in order to minimise those barriers.

If there are still concerns that progress is not being made, some specific interventions may be undertaken, either individually or in a group. This intervention will be put in place via. a 'graduated approach' which involves assessing the student, producing a plan with targets / outcomes, identifying the type of support / intervention to be put in place and then reviewing progress against these targets / outcomes (assess, plan, do, review). Those students receiving significant levels of support will have a 'Personal Intervention Plan'. This is more of a detailed document outlining the intervention in place and the targets / outcomes to be achieved.

Should the SENCO have ongoing concerns, in collaboration with parents and with parental consent, they may refer a student to an external agency who can support with the identification and assessment of individual needs. Such agencies include Speech and Language Team (SALT), CWAC Autism Service, CWAC Educational Psychologist, Occupational Therapy, CWAC Behaviour Pathway, School Nurse, GP, Community Paediatrician and CAMHS. This will further help inform our decisions as to whether the student should be placed on the SEND Register at 'SEN Support' level so that progress can be closely monitored and additional support can be put in place as necessary. Parents / carers are informed at every stage of this process.

SENCO may also carry out assessments within school using psychometric assessment tools including:

We utilise digital screeners to help identify additional learning needs:

- **GL Assessments Dyslexia Screener** which identifies dyslexic tendencies for those students whose performance in literacy is causing a concern (<https://www.gl-assessment.co.uk/assessments/products/dyslexia-screener-and-dyslexia-guidance/>)
- **GL Assessments Dyspraxia Screener** which identifies dyscalculic tendencies for those students who show difficulty with numbers and arithmetic calculation (<https://www.gl-assessment.co.uk/assessments/products/dyscalculia-screener-and-dyscalculia-guidance/>)
- **GL Assessments Dyslexia Portfolio** which is a follow-up to the dyslexia screener. It is an individual diagnostic assessment which evaluates literacy, processing and memory skills (<https://www.gl-assessment.co.uk/assessments/products/dyslexia-portfolio/>)

Whilst most students with SEND will have their needs met at SEN Support level, a small number with more complex needs may require an Education, Health and Care Plan (EHCP) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to make progress. The assessment process is usually instigated by the school although parents / carers can also make a request for an assessment directly to the Local Authority. The progress of these students is carefully monitored and reviewed annually by the SENCO via Annual Review meetings. Their progress may be measured against their own individual starting points and targets on their individual EHCPs.

For more information please refer to the following Local Authority links:

Cheshire West SEN Team

(<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/special-educational-needs.aspx>)

Cheshire East SEN Team

(<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/special-educational-needs.aspx>)

At Tarporley High School and Sixth Form College we are committed to working in partnership with parents / carers to meet the needs of students in our school. If you would like to raise any concerns about your child in the first instance, we encourage you to contact your child's Group Tutor or Subject Teacher. If you still have concerns, then please contact the SENCO or Year Leader. In the unlikely event that your complaint is not resolved you may contact a member of the Senior Leadership Team.

Section 2:

How will Tarporley High School and Sixth Form College staff support my child / young person?

The Governors, in co-operation with the Senior Leadership Team determines the school's general policy and approaches, establishes appropriate staffing and funding arrangements and maintain general oversight of SEND provision within the school. The Assistant Head responsible for SEND and Inclusion has the oversight and the SENCO has the lead and management responsibility for SEND and Inclusion in the school. The SENCO keeps the

Governors informed through the link SEND Governor. SENCO has the responsibility for the day-to-day operation of the school's SEND Inclusion Policies and for co-ordinating SEND provision. This includes maintaining the SEND register, reporting to and consulting with the Senior Leadership Team and liaising with appropriate outside agencies. As part of our *whole school graduated approach*, the Curriculum and Pastoral teams liaise with the SEND Inclusion Team regarding the early identification of SEND as well as contributing to the creation and implementation of strategies of support.

The effectiveness of the arrangements for children / young people with SEND at Tarporley High School and Sixth Form College is regularly under review. We have a robust system of reviewing our provision through an annual SEND Teaching and Learning Review which aims to evaluate the provision in place for students with SEND, in addition to ensuring that TAs are adding value to the work of the school. Lesson observations take place across the school within different curriculum areas and year groups. The quality of support in place for students with SEND is our key focus to see whether their individual needs are being met as well as whether students with SEND are making expected progress. We also collate feedback from students as part of this process. At the end of each review a report is compiled summarising our findings and shared with colleagues. We consider what progress has been made since the last review and set an action plan moving forward. SENCO is also part of the Curriculum Teaching and Learning Reviews to ensure SEND remains an integral aspect of this process across the school. SENCO also produces a SEND Development Plan which feeds into the wider School Development Plan.

Section 3:

How will the curriculum be matched to my child's / young person's needs at Tarporley High School and Sixth Form College?

Tarporley High School and Sixth Form College aims to provide all students with a lively and stimulating learning environment with full access to a broad, balanced, relevant and adapted curriculum. We have an inclusive ethos and believe all students are capable of achieving their full potential irrespective of their learning differences. The SEND Code of Practice states that mainstream schools must "ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN" (DfE, 2014). Inclusive high quality teaching, adapted for individual students, is always our first step in responding to students who have or may have SEND. Teachers set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment. They regularly review the quality of their teaching for all students, including those with SEND, ensuring that all students within their classes have appropriately adapted learning activities and / or teaching methods which considers their individual needs. All staff have access to a 'Pupil Passport' which provides key information on students with SEND, including teaching and learning strategies to be used within the classroom. Using our 'Inclusive Teaching Principles'. All staff should be adapting their teaching to meet the needs of all students and their planning is informed by a meticulous understanding of students. We aim that learning should be adapted to meet the needs of learners before lessons, so that the needs of all learners can be met.

Inclusive Teaching Principles - *The principle of ‘minimal adaptation’ with high expectations*

	Inclusive Teaching Descriptors	Practical Strategies
Anticipate <i>Planning to Remove Barriers</i> <i>Knowing Your Classes</i>	Identification	- Knowing key groups of students - Strategic Seating Plans - Flexible grouping - Use SEN Learning plans to guide practice/plan for TA
	Planning	- Pre-teach vocabulary & complex ideas - Use effective modelling - Break down complex ideas/manage cognitive load - Highlight essential content/knowledge - Dual Coding/Graphic organisers - Material planned in small steps - Plan for purposeful homework - Appropriate modelling: student examples/teacher example/exam board model - Structured resources
Deliver <i>Clarity of Instruction</i>	Positive Culture	- Ready to Learn/Ready to Leave - Routines which create a strong sense of belonging - Recognition & praise - Promote positive relationships - Application of behaviour policy - Active listening - Purposeful silence - Clear expectations
	Securing Attention & Motivation	- Teacher passion, enthusiasm and expertise - Teacher positioning around the room/near the board - Use of voice - Promotion of active listening - Clear language - Hooks to outside world
	High Impact Instruction: <i>Rosenshine's Principles:</i> <i>Review - Explain</i> <i>Model - Guided Practice</i> <i>Check for Understanding</i> <i>Feedback - Respond</i>	- Activating prior knowledge - retrieval practice/questioning - Sequencing Learning: Planning begins with the end in mind. - Explanation/Signalling key knowledge & concepts - Metacognition – Teacher models thinking/Breaks down processes of learning into small steps - Modelling and use of exemplar answers /Success Criteria - Highlight essential content - Feedback: Register, Checklists, Whole Class Feedback, Live marking, Use of visualiser, Red pen annotation Disciplinary Literacy: Glossaries/Word lists/Etymology/Guided reading/Modelling writing - Homework is purposeful & consolidates learning
	Tasks Do-able by All	- Thinking Time – Think, pair, share - Scaffolding & Guided Practice/ mindmaps before writing - Oracy and discussion to promote thinking - TA Support complements instruction
	Checking & Responding	- Directed questioning/questioning for misconceptions - Narrated hands, 'no hands up' questioning/mini whiteboards - Red pens used to correct, check, make improvements and extend work/ Self-assessment against criteria
Review <i>Responsiveness</i> <i>Assessment informs next steps</i>	Prioritise	- Strategic sampling of PP/SEND books - Exit Tickets/Exam wrappers
	Respond	- Regular Check-ins - Whole class feedback highlighting specific aspects of learning that needs to be addressed
	Assess	- Address misconceptions and use to guide learning - Assessment tests what has been taught - Formative Assessment – low stakes recall/quizzing/retrieval/mini applications of learning inform planning - Adapt teaching according to students' learning - Red pen work following whole class Feedback

Section 4a:

How will both you and I know how my child / young person is doing and how will you help me to support my child's / young person's learning?

All teachers at Tarporley High School and Sixth Form College are responsible and accountable for the progress and development of the students in their class, including when students access support from TAs or specialist staff. Regular assessments will be carried out in class and progress monitored by classroom teachers. Staff are expected to make judgements about where students are with regards to their learning via. termly 'Assessment Points' which considers target levels / current working at levels / effort and homework. This information is shared with both students and parents / carers. Any students making less than expected progress given their age and individual circumstances should be identified and the SEND Code of Practice highlights that "the first response to such progress should be high quality teaching targeted at their area of weakness" (DfE, 2014). As a result, subject specific interventions should be implemented and monitored to see whether this is making the desired impact. There are always opportunities for parents / carers to discuss their child's progress with staff through individual meetings / phone calls or correspondence via. email as well as the regular parent / carer events throughout the school year. Information for parents / carers is sent home regularly via. our 'School Comms' system so that they feel confident and knowledgeable to support their child's / young person's learning.

SENCO continues to monitor student progress for each student with SEND across Curriculum Areas using assessment point data. The SENCO liaises with staff across Curriculum Areas and Year Teams as well as the SEND Inclusion Team to ensure that support is in place for those students who are not making expected progress.

Section 4b:

What support will there be for my child's / young person's overall wellbeing?

We believe that students achieve to their full potential when they are happy and therefore foster students' self-esteem and self-confidence. At every opportunity we endeavour to celebrate students' successes and provide them with positive learning experiences. However, we acknowledge that students will sometimes experience setbacks and challenges along the way and we are committed to supporting them through these difficult times.

Supporting Social Development

Tarporley High School and Sixth Form College is a caring community in which everyone is valued and respected. We have many strategies embedded within our everyday practices to help students to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For example, the school provides a dynamic and engaging PSHE programme of social, moral, spiritual and cultural learning that promotes safety, respect and open-mindedness. There are regular 'PSHE mornings' throughout the year which supports students' personal development and wellbeing so that they are equipped to thrive and to make a positive contribution to the school community and in their future lives. In addition, we actively encourage students to explore Citizenship and PSHE opportunities beyond the curriculum and into the real world. All students at Tarporley High School and Sixth Form College, including those with SEND, have access to a wide range of extra-curricular opportunities including various Student Leadership opportunities and the Duke of Edinburgh Award as part of the Wednesday Enrichment programme.

Key Workers / Mentors

Mentoring provides students with an opportunity to talk openly with staff on a 1:1 basis. Students with SEND who receive significant intervention within STEPS may be offered a key worker from our team of Teaching Assistants who will meet with the student regularly throughout the year. The sessions can take many forms including playing games, drawing and simply talking. The focus is on raising students' self-esteem and belief in themselves to develop a 'can do' attitude. Students will be helped to think about themselves and their learning from new perspectives and to discuss any issues or concerns. The aim is to empower students to take responsibility for their own learning and to raise their confidence so that they can reach their full potential. The Pastoral Teams also use a similar mentor programme and the school have recently employed two Pastoral Support Officers in order to further strengthen this work. As a result, the SEND Inclusion Team works closely alongside the Pastoral Team in order to provide a joined up approach to supporting our students overall well-being. All staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement.

Year Leader / SENCO Meetings

In addition, the SENCO works closely throughout the year with Year Leaders through a structured half termly meeting. The purpose is to allow Year Leaders to discuss identified students of concern, including those with SEND. Through these meetings the SENCO / Year

Leader share any issues / concerns with regards to individual students in order to plan the best course of action / support and set clear actions to move forward the cases discussed.

STEPS Lunch Club

We offer support during unstructured times of the school day which can prove to be difficult for some students with SEND. Students can eat their lunch in STEPS and come and chat with their friends in one of the quiet rooms.

Section 5 and 6:

What specialism services, experience, training and support are available at or accessed by Tarporley High School and Sixth Form College? What training are the staff supporting children and young people with SEND had or having?

The SENCO, Matt Pringle has been a secondary school teacher for 14 years. Over this time he has held a variety of roles such as head of year, subject leader and associate assistant head teach. He is currently working towards his NASENCO qualification and is due to complete this in January 2025. The SEND Inclusion Team attend training opportunities throughout the year so that they can confidently support a range of students with SEND. Examples of training sessions they have attended include training on autism, dyslexia, anxiety and depression, hearing impairments, diabetes, as well as training on 'Best Practice for Teaching Assistants' and 'Becoming a more effective Teaching Assistant'. Last academic year the SEND support team were involved in training with the University of Chester's Supporting SEND and ALN in Schools programme.

Section 7:

How will my child / young person be included in activities outside the classroom including school trips?

Tarporley High School and Sixth Form College have an outstanding extra-curricular programme. Inclusion is at the heart of everything we do and all students have the opportunity to access trips. Full risk assessments are carried out for all off-site activities and provision is adapted and support provided. If an activity is not deemed appropriate, alternative activities are organised. Teaching Assistants support on trips when needed.

Section 8:

How accessible is Tarporley High School and Sixth Form College's environment?

Under the Equality Act 2010 there is a requirement for schools to promote equality for disabled young people in every aspect of their school life and to make reasonable adjustments to ensure disabled students aren't substantially disadvantaged. As a direct result, Tarporley High School and Sixth Form College has systems in place to ensure all areas of the school have are fully accessible for those students with SEND. In collaboration with the Business Manager, the SENCO has written an 'Accessibility Plan' showing how the school is planning strategically to increase access over time. This includes the extent to which disabled students can participate in the curriculum, the improvement of the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and

services provided and the improvement of the availability of accessible information to those with disabilities.

Section 9:

How will Tarporley High School and Sixth Form College prepare and support my child / young person to join the school, transfer to a new setting / school / college or the next stage of education and life?

The SEND Code of Practice states that “SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life” (DfE, 2014). We understand that change can be difficult for many students, particularly those with SEND. At Tarporley High School and Sixth Form College we have lots of procedures to support the transition of students with SEND as they join our school, move to new year groups within the school or transfer to new educational settings.



Key Stage 2-3

We work closely with partner primary schools to support the successful transition of all students as they begin their school journey with us. We understand that the transition from primary to secondary school is sometimes a difficult and daunting experience for many students, especially those with SEND. The SENCO identifies key students who may need additional curriculum, physical, emotional, behavioural or social support and visits primary schools during Year 6 in order to collate important information about these students through speaking to key members of staff such as SENCO / Teacher / TAs as well as parents / carers and students.

In addition to our whole school transition programme we offer an extended transition programme ‘Moving On’ for students with SEND in order to ensure that those students feel happy and confident about their move to Tarporley High School and Sixth Form College. The programme includes a number of enjoyable challenges and tasks based on themes around starting high school. This allows the students to become familiar with the school and the SEND Inclusion Team / STEPS as well as giving them the opportunity to make some new friends! Where appropriate, additional visits / meetings are arranged to further enhance this process.

Key Stage 3-4

We also have structured transition programmes in place to support students with SEND moving between other key stages within the school. For example, students with SEND are supported throughout the Options Process. In addition to the whole school support programme, the SENCO liaises with the school Careers Advisor to ensure that additional support meetings are in place for our most vulnerable students. The SENCO also attends the Year 9 Options Evening in order to advise and further support students and their parents. Students with Education, Health and Care Plans may also have an additional meeting with a Careers Advisor from CWAC Young People’s Services to support them through the decision-

making process.

Key Stage 4-5

With high aspirations, and the right support, students with SEND can go on to achieve successful long-term outcomes in adult life. Tarporley High School and Sixth Form College supports students to realise their ambitions in relation to higher education and / or employment. This includes exploring different employment opportunities as well as options regarding Post-16 Education providers. In addition to the wider support programme, the SENCO liaises with the school Careers Advisor to ensure that additional support meetings are in place for our most vulnerable students. SENCO also organises college visits and attends with students and their parents in order to further support with transition. Students with Education, Health and Care Plans will also have an additional meeting with a Careers Advisor from CWAC Young People's Services to support them through the decision-making process.

Section 10:

How is the decision made about what type and how much support my child / young person will receive?

The SENCO in consultation with parents / carers, students and external agencies (if involved) will decide on the most appropriate type of support to implement for students with SEND. All additional provision provided within the school is mapped and intervention and support is personalised to ensure each individual makes progress. The impact of such interventions can be measured both quantitatively and qualitatively. Quantitative success is judged in terms of how far the student has progressed from a base line assessment, usually in the form of psychometric assessments using standardised assessment materials. This would be in conjunction with data from across curriculum areas after each Assessment Point. However, not all interventions and support can be measured in this way. As a result, qualitatively, student progress can also be measured by audits such as Strength and Difficulties Profiles. These profiles help establish the less quantifiable but equally important aspects of school life such as emotional and social wellbeing. Where school based intervention is not making the required impact, the advice and support of external agencies (if not already involved) may then be obtained such as Speech and Language Team, Autism Service, Behaviour Pathway, Educational Psychologist and CAMHS. The school may then decide to apply for additional funding in order to meet the complex needs of some students or apply for an Education, Health and Care Plan assessment.

Section 11:

How are parents / carers involved in Tarporley High School and Sixth Form College? How can I be involved?



At Tarporley High School and Sixth Form College we recognise the value of working in collaboration with parents / carers of young people with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a

high level of communication with parents so that you feel informed about what is happening in school and how your child is progressing. Consultation with parents / carers of children with SEND is therefore on-going throughout the school year. In terms of primary transition, prospective students and their parents / carers are welcome to visit the school for a tour and meeting in order to discuss their child's needs and how we might be able to support them. Once a child has started at Tarporley High School and Sixth Form College communication happens through pre-arranged meetings or communication via email or phone. This is in addition to normal parent-school communication such as our STAR events, parents' evenings and open evenings which provide parents with an opportunity to speak to Subject Teachers and the Pastoral Team about their child's progress. Other information events are planned during the year to further support parents during particularly important transitions such as 'Year 9 Options Evening' and 'Sixth Form Open Evening'. Students also receive a full report during the school year. Parents / carers are actively encouraged to attend these school events in order to discuss progress.

The SENCO regularly meets with parents / carers of students with SEND to review their progress and to make collaborative decisions about how to best meet their needs. If a child has an Education, Health and Care Plan an Annual Review Meeting will take place during the year in order to review the child's plan and progress towards meeting their targets / outcomes as well as make decisions about future provision. Parents / carers and students are invited to contribute to this process.

Section 13:

What are the arrangements for consulting students with special educational needs at Tarporley High School and Sixth Form College? How are they involved in their own education?

Student voice is an integral aspect of the school ethos at Tarporley High School and Sixth Form College. All students, including those with SEND, have the opportunity to be involved in the running of the school through the school council or through the lead learner programme. The SENCO make it her priority to regularly meet with as many children as possible who are on the SEND register. In addition, students are invited to meetings where possible or to



contribute their views and information prior to the meeting usually through a 'Young Person's Views' sheet. There are also focus groups conducted to ensure their voice is heard and this feedback helps to inform the future vision for SEND provision at Tarporley High School and Sixth Form College. We also ask students to complete a one-page profile outlining to staff what works for them in terms of support in school.

Section 12:

Who can I contact for further information?

If you would like to raise any concerns about your child in the first instance, we encourage you to contact your child's Group Tutor or Subject Teacher. If you still have concerns, then

please contact the SENCO or Year Leader. In the unlikely event that your complaint is not resolved you may contact a member of the Senior Leadership Team.

For more information relating to Special Educational Needs and / or Disabilities you can contact Mr Matt Pringle who is the SENCO – Inclusion Leader. He is available to discuss any issues related to students with SEND.

Email: mpringle@tarporleyhigh.co.uk

External support services can be accessed via referrals from school, your own GP or through the Local Authority. Cheshire West and Chester's Live Well website has the details of education, health and social care services that are available within the local area:

<https://www.livewell.cheshirewestandchester.gov.uk/>

In addition, the Information, Advice and Support Service (formerly Parent Partnership) may also be able to support you. Please see the 'Information, Advice and Support Service' document on the school's website for further information.

For further information please see our Trust SEND Inclusion Policy which can be found within the policy section of the school website.