



SEND Information Report - September 2016

What kinds of special educational needs do we make provision for in our school?

Tauheedul Islam Boys' High School (TIBHS) works hard to fully include all pupils within the school community through the implementation of its [SEN Policy](#) and [Accessibility Plan](#). We cater for all pupils within the four key areas of Special Educational needs; Communication and Interaction, Cognition and learning, Social Emotional and Mental Health and Sensory and Physical needs.

We have a designated Inclusion Faculty who work with pupils from a range of backgrounds and ethnicities to help them to engage with the school curriculum.

How does our school know if your child needs extra help?

When the pupils arrive in year 7 they undertake the following tests-

- End of Key Stage attainments
- CATs scores at secondary level
- Assessment for Learning materials
- Standardised tests
- Teacher observation
- Information and advice from other agencies
- Views of the students
- Views of parents
- Diagnostic tests
- Observational checklists
- Suffolk Reading test
- Accelerated Maths test



- Graded Word Spelling test (3rd Edition)

We also analyse primary transfer documents and the National Curriculum KS2 test results.

We also have the option of buying in a number of specialist services who can carry out specific testing.

If the results from any of the tests alert us to low attainment profiles or other discrepancies the school will implement an intervention plan.

Parents/students and the school work closely together in a process where we 'Assess, Plan, Do and Review.' The school envisages that this process will occur twice a year.

Who can you speak to at our school if you think your child may have special educational needs?

Parents should contact the school SENCO or their child's Head of Year.

Parents can contact the SENCO by email or phone. (usman.kothia@tibhs.tetrust.org/01254 918670)

All concerns are taken seriously and the SENCO will organise assessments internally and externally if needed.

The SENCO will ensure that parents /carers are:

- Involved in supporting their child's learning.
- Kept informed about the support their child is receiving.
- Involved in the review of their progress.
- Involved in forward planning.

How do we know what progress your child is making and how will we keep you informed?

Your child's progress is continually monitored by: Teachers, Heads of Years, Curriculum Leaders and the Senior Leadership Team.

His progress is reviewed every half-term and levels/grades are given in subject areas as well as information on: attendance, behaviour for learning and attitude to learning. This is reported to parents/carers on a half-termly basis.



Children who have SEN Support will have an 'Assess Plan Do and Review' Meeting at least twice a year.

The progress of children with a statement of SEN/ EHC Plan / IPRAs is formally reviewed at an Annual Review where the SENCO, LSAs, outside agency staff and parents all are invited to attend.

The SENCO will also check that your child is making good progress within any individual intervention programmes that they take part in, through regular meetings with the staff delivering the programme and Curriculum Leaders.

A range of ways will be used to keep you informed, which may include:

- Pupil Planners.
- Letters/certificates sent home.
- Additional meetings as required.
- Reports.

How will our school support your child and how will the teaching be adapted to meet their needs?

At TIBHS all students have access to outstanding quality first teaching and the curriculum is adapted to meet the needs of the students. We place great importance on identifying special educational needs early so that we can help students as quickly as possible.

We recognise that students make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each student and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each student learn from a range of activities. This is often described as 'differentiating the curriculum'.

Students making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catch-up' work and other kinds of support.

We do not assume, just because a student is making slower progress than expected or the teachers are providing different support, help or activities in class, that the student has SEND.

The SEND Code of Practice describes how help for students with special educational needs should be made by a step-by-step or 'graduated approach'.



At TIBHS, the graduated approach is used to recognise that students learn in different ways and can have different kinds of levels of SEND. So increasingly, step by step, specialist expertise may be brought in to help the school with the difficulties that a student may have. We inform parents/carers as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education. Help for students with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

The Role of the SENCO

- Coordinating all the support for children with Special Educational Needs (SEN) and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, ASD Outreach etc.
- Liaising with the Local Authority SEN Department where appropriate
- Updating the School's Inclusion Register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware of and confident about how to meet the needs of your child and others within our school.

Learning Support Assistants

LSAs are there to support specific pupils in lessons and to work with pupils on a one to or small group basis. When a child has been identified as having a specific need an LSA may be placed in certain lessons to help support the pupil with their learning. LSAs are highly skilled and valued members of staff who have detailed knowledge of the pupils and their specific needs.

Learning Support Interventions



A Learning Support Assistant (with specialists) will deliver Intervention sessions such as:

- Accelerated reader
- Accelerated maths
- Lexia reading programme
- Speech and Language
- Fine / Gross Motor Programme
- Numeracy programmes
- Spelling Programmes
- Nurture
- SaLT sessions
- Social Skills Groups

Teaching

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teacher's modified/adapted planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs and increase your child's access to what is on offer.

Students are placed in sets and the lessons are planned to allow all students in every class to reach their potential.

Through the school's Teaching and Learning INSET and CPD sessions, staff are trained to adjust their teaching to adapt to the needs of the child.

In Key Stage Three, foundation groups in English and mathematics have been created in order to offer a personalised learning experience with small groups.



All staff receive training regarding successful differentiation within the classroom.

How are decisions made about the type and how much support my child will receive?

If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
- A group or individual work with outside professional

The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

If your child has an IPRA / Statement or EHC, the school will work closely with parents / carers and students to advise on the most suitable support that produces the best outcomes.

How will our school help you to support your child's learning?

We actively encourage you as a parent/carer to be involved with your child's learning. The school holds a number of parental engagement activities throughout the year.

Subject teachers, LSAs, SENCO may suggest ways of how you can support your child alongside homework activities. If outside agencies or the Educational Psychologist have been involved suggestions and programs of study provided by them may be available for use at home.



If any changes are made to the Inclusion register parents will be informed via a letter. If a pupil is placed on the Inclusion register, parents will be invited in to meet the team.

What specialist services and expertise are available or accessible through our school?

We work very closely and effectively with a number of agencies to support students:

- Therapy services including physiotherapy, occupational therapy and speech and language
- Advisory teachers within the SEND Support Service
- Educational Psychology Team
- Social Services
- Child and Adolescent Mental Health Services (ELCAS)
- School Nurse
- GP's / Paediatricians
- School Counsellor

How are the staff in school supported to work with children with special educational needs and what training do they have?

The school holds regular training for teachers and support staff. For example on areas of:

- Speech and Language
- Behaviour
- Autism
- Social, Emotional and Mental health issues
- Visual Impairment
- Hearing Impairment



- Physical Difficulties
- Dyspraxia
- How to use Teaching Assistants Effectively

How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

- Pick up and drop off points where parents can wait for children.
- Pupils with SEND have entrance and exit accessibility.
- Students actually handed over to parents where necessary.

At lunchtime there are numerous clubs and activities which all children are actively encouraged to take part in.

A Nurture room is also available for vulnerable children to sit and have their lunch in a safe space which is supervised by an adult at all times.

The School itself offers a variety of clubs at lunchtime and after school such as:

- Arts Club
- Badminton
- Football
- School Productions
- School Council
- Maths Club
- Interventions for Subjects
- Homework Clubs
- Handwriting Club



All these clubs are open to every pupil and LSAs will support a pupil who may want to attend of these clubs.

How will our school support your child's overall wellbeing?

The school provides an outstanding pastoral support team. Heads of Years regularly monitor attendance, punctuality and behaviour. Staff and students value the supportive relationships built at TIBHS. The mutual respect supports a happy and caring learning environment. Our school prides itself on the excellent teacher/student relationship.

During PSHC, all pupils follow a scheme of work regarding disability and bullying.

Pupil Voice is extremely important, the School Shura (Council) are also responsible for making sure that all students have a voice and feel confident in raising issues that are important. A pupil from the Inclusion register is elected to be part of the Shura.

At the beginning of the year all pupils on the SEND register fill out a Pupil passport. Together with a member of staff they choose two targets to work towards. After six months the pupil will then meet with a member of staff to review the targets and make any adjustments.

The school employs a part time school counsellor who supports the students' well-being.

The school employs a full time Attendance Officer who monitors pupil attendance and punctuality

A Nurture club runs every lunch time offering a safe space for vulnerable pupils to meet friends. This room always has adults in attendance.

How accessible is our school both indoors and outdoors for children with special educational needs?

Our school is fully accessible with dedicated disabled parking bays and full access to the lower ground of the school. Please see the Accessibility Policy.

How will our school prepare and support your child when joining our school and when transferring to a new school?

The school works closely with all the feeder primary schools. The SENCO or Assistant SENCO will attend all Year 6 Annual Reviews and any transition meetings. The SENCO/Assistant SENCO will also attend the primary school to meet the Year 6 teacher and the primary SENCO to discuss academic ability and other information.

Students who are identified as needing extra support will be allowed to attend taster sessions.

In Years 9, 10 and 11, the SENCO or Assistant SENCO will meet all students with SEND. The Inclusion Faculty works closely with parents / carers, students and the SENCO. The school liaises closely with colleges and will attend taster sessions with the students. If necessary, the learning support staff will also



Tauheedul Boys

attend interviews with colleges and the student. The SENCO or Assistant SENCO will attend the Annual Review of all EHC / Statemented / IPRA students in Years 9, 10 and 11. All information appertaining to any pupil who has ever been on the register is forwarded to their chosen college.

If a pupil moves to a new school during the academic year all data and testing information is forwarded to the new school.

Who can you contact for further information?

Usman Kothia (SENCO) – usman.kothia@tibhs.tetrust.org

If you have concerns relating to the school provision or you wish to make a complaint, please speak to the Principal or SENCO.

Our Governing Body has designated SEND Governors-Mr Hanif Ali and Mr Sajid Isap, they are responsible for reviewing practice and supporting the SENCO.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk