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Responsibility for Review	Gavin Jackson (Assistant Headteacher/SENDco)

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**Talbot House School
SEN Information Report
December 2023**

This document is intended to provide parents, carers and families with information on how we support pupils identified with a special educational needs or disability. It is also shared with governors and staff. Paper copies of documents are also available on request.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
(*The SEN Code of Practice 2014*).

This SEN Information Report should be read in consultation with the SEN policy, Accessibility Plan and Annual SEN Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(*Children and Families Act 2014, Part 3*)

1. Overview of Talbot House School and the Rationale and aims of the school

Rationale

All our pupils at Talbot House have an EHCP, all with complex needs. There are individuals, unique and equal. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Talbot House is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. Our curriculum, policies and practice combine to prepare our children for the next phase of education and in preparation for adulthood.

Talbot House is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

We recognise, and value, the need for a full range of educational and pastoral support. We work with children, parents, carers and professionals involved to achieve a person-centred approach – this is a shared and collaborative process that enables and empowers the child and their family to be the centre of the process. Individual children often have needs that cut across different areas of SEN and their needs may change over time. We also work to support pupils with emotional or mental health difficulties; relationships, bereavements and self-esteem issues.

Our aims at Talbot House Trust are:

- To create a positive learning ethos throughout the school
- To ensure all our children are safe, happy and cared for
- To provide a learning environment that is stimulating, celebratory and interactive
- To give children the skills they require to become effective learners who relate new concepts to previous experiences
- To promote high standards, particularly in English and Maths
- To develop our children's skills in learning and thinking, personal and emotional development and social interactions
- To provide an inclusive education for all children

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners with a thirst for life-long learning
- equip all children with high levels of skills and understanding in all subjects of the national curriculum
- foster children's self-esteem and help them build positive relationships with other people
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, promote positive attitudes towards other people
- develop children's physical and emotional wellbeing

2. What types of SEN does the school provide for?

The four broad areas and the support, provision and staff expertise provided by Talbot House Trust are detailed below.

Area of Special Education Need	Support/provision/staff expertise
Communication and Interaction	

Area of Special Education Need	Support/provision/staff expertise
<p>This may include;</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Whole class and individual Visual timetables to support pupils to understand what will happen and when • Areas of classroom are clearly defined and labelled • Support during times of stress or anxiety • Areas of low distraction (including a dedicated calm/quiet room) / individual workstations and areas • Social skills support through small group intervention e.g. Friendship groups, social stories • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Opportunity to communicate in various ways e.g. communication books, Makaton, PECS • Small group or one-to-one support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball • Use of individualised reward systems to promote learning and enhance self-esteem • Strategies to reduce anxiety e.g. 5 point scale • Relevant staff qualifications, including ASD specific training. • Advice / training from outside agencies, including school to school support
<p>Cognition and Learning</p> <p>This may include;</p> <ul style="list-style-type: none"> • Learning Difficulties cover a wide range of needs, including <ul style="list-style-type: none"> — Moderate (MLD), 	<ul style="list-style-type: none"> • Strategies to promote and develop literacy and mathematical skills with increasing independence • Additional small group support in class from the class teacher and learning support assistant • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths. • Small group daily phonics teaching for pupils at their level of phonic acquisition

Area of Special Education Need	Support/provision/staff expertise
<p>— Severer (SLD), — Profound and multiple (PMLD).</p> <ul style="list-style-type: none"> • Specific Learning Difficulties such as <ul style="list-style-type: none"> — Dyslexia, — Dyscalculia, — Dyspraxia. 	<ul style="list-style-type: none"> • Use of ICT where possible to reduce barriers to learning e.g. Nessy • Use of support materials and resources e.g. Numicon as part of the concrete, pictorial, abstract approach to maths teaching and learning. • Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical • Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, coloured work books or paper for writing, word banks to support spelling of key words • Alternative approaches to recording promoted. • Opportunities for repetition of key learning. • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Strategies to reduce anxiety e.g. 5 point scale • Multi-agency involvement with the family as required • Advice and support from outside agencies. • Support for homework through in- school lunchtime clubs. • Differentiated and, where applicable, individually personalised homework. • Relevant staff qualifications • Advice / training from outside agencies, including school to school support.
<p>Social, emotional and mental health difficulties.</p> <p>This may include;</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience, Key member of staff for support/ mentoring <ul style="list-style-type: none"> • Additional assessments that focus on emotional development • Strategies to reduce anxiety e.g. 5 point scale

Area of Special Education Need	Support/provision/staff expertise
	<ul style="list-style-type: none"> • Residential trips which help to develop social, emotional and behavioural resilience and promote independence • Support and additional preparation for statutory assessments • Anti bullying policy that takes into account SEN. • Staff trained in positive handling, including members of staff who are Team Teach Trained. • Relevant staff qualifications, including two members of the Pastoral team who have attended a Mental Health First Aid (Youth) course. • Advice / training from outside agencies, including school to school support.
<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils • Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs • Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school • Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty • We provide support with personal and intimate care, if and when needed • We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp into KS2 if required. (See Accessibility Plan) • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy)

Area of Special Education Need	Support/provision/staff expertise
	<ul style="list-style-type: none"> • Additional handwriting support through targeted intervention programmes. • One-to-one support for gross and fine motor skills in the classroom as and when required • Movement breaks for pupils with motor coordination difficulties as and when required • Alternative ways of recording ideas/writing/investigations • Relevant staff qualifications • Advice / training from outside agencies including school to school support.

3. Who are the best people to talk to in the school about my child's difficulties/ Special Educational Needs or Disability (SEND)?

Special Educational Needs Co-ordinator (SENDco) – Gavin Jackson

The Special Educational Needs Coordinator (SENCo) is Mr Gavin Jackson
 Contact details for SENCo are: Telephone: 0191 2290111 Email:
gavin.jackson@talbothousecc.org.uk

Responsible for:

- Co-ordinating the support for all pupils with special educational needs or disabilities (SEND) and developing the schools SEND policy to ensure that all pupils get a consistent and, high quality response to meeting their individual needs within the school.
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing.
- Liaising with all professionals within the school and who come into the school to support your child's learning e.g. Speech and Language, Occupational Therapy, Educational Psychology.
- Updating the schools SEND Register and recording progress and data against EHCP outcomes.

Headteacher (Mrs Christine Smiles)

Responsible for:

- Leading across the whole school and having overall insight on progress and attainment and attendance of all pupils
- The Assistant Headteacher, SENDco to ensure that all pupils with SEND are fully supported to overcome their difficulties and barriers

Care Team (pastoral team)

Our care team consists, Lenny, (manager of the care team), Karen (family liaison), Owen and Ian, (Thrive practitioners), Ross and Kate. They are proactive in supporting children and parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering activities. Early Help (formally known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs.

4. What are the different types of support available to children with SEN at Talbot House?

Class/subject teachers

All of our teachers receive extensive CPD throughout the year that focuses on the four broad areas of SEND. The SENDco supports and offers guidance to all staff to meet the pupil's individual need and highlight barriers to learning.

The teachers would also via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest expectation for your child and all learners within the classroom.
- That all teaching will be based on building on what your child already knows, can do and understands.
- Different ways of teaching are in place so that your child will feel fully involved in the learning. This may include practical and outdoor learning.

All pupils within the school should be getting this through our excellent classroom practice and high standards for all.

Learning Support Assistants

We have 15 learning support assistants who offer support within and outside of the classroom environment. We have within the school 2 HLTAS who have extra responsibility and teach and plan within the zones in the school.

In the last academic year the Learning Support Assistants have followed a training calendar linked to SEND needs and areas within Talbot House.

External agencies and experts

Sometimes within the school we need extra help and support to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils SEN and to support families. These include:

- Jigsaw Therapy Services
- Educational Psychologists
- GPs and paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services

5. How will the school measure my child's progress?

Within the school your child is continually monitored by his/her subject teachers. His/her progress is reviewed formally throughout the year and progress will be tracked and monitored. Students all have individual support plans which will be reviewed with your involvement at review meetings. The progress for EHCP Outcomes will be formally reviewed at an Annual review with all adults involved in the pupil's education and themselves. Pupils EHCP outcomes are also measured weekly through Evidence for Learning app that allows for evidence to be linked as and when it happens.

6. How will I be involved in decisions made about my child's education?

We are moving towards reporting to parents on progress and attainment three times a year. Currently this is an end of year whole school report.

The SENDco will discuss/meet with you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards these outcomes
- Discuss the support we put in place to make your child make progress

7. How will my child be involved in decisions made about their education?

The involvement will depend on the age and competence of your child. At Talbot House we recognise that not any two pupils are the same, so we decide on an individual basis.

We may though try to gather your child's views by:

- Attending review meetings to discuss progress
- Discuss their views with a trusted member of staff who will record and pass on thoughts on school life.

8. How will school support my child's mental health and emotional and social development?

At Talbot House we hold pupil's social emotional mental health and well-being in the highest regard. We have a dedicated pastoral care team that is there for the pupil's to listen to the views throughout the day.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Thrive curriculum that focus on students understanding and recognising own emotions and behaviours and strategies to deal with barriers.
- Pupils within the secondary stage take part in life skills and preparation for adulthood lessons.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school with high expectations and challenge any unkind behaviour towards others.

9. How do you ensure safeguarding for pupils with SEND?

Talbot House we acknowledge that, statistically young people with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff are all aware and are very sensitive to signs of abuse and any concerns are reported immediately to the Designated Safeguarding lead and recorded on CPOMS and investigated at the appropriate level. All staff are aware that pupils who have EHCP, or have a medical condition can mask safeguarding issues and must not be dismissed.

10. What should I do if I have a complaint about my child's SEN support?

Initial concerns or enquires about a pupil would be dealt with by Gavin Jackson (Assistant Headteacher/SENDco) or Christine Smiles (Headteacher). In the event that these informal discussions fail to resolve any matters arising, the complaint should follow the Complaints procedure, setting out the details of the complaint as specified in the Complaints Policy.

11. What support is available to me and my family?

If you have any questions about SEND or are struggling to cope please get in touch and let us know. We want to support you.

Within Talbot House we have our dedicated care team that works with families to offer advice on guidance on attendance and behaviour concerns within the home. Part of the care team is a Family Liaison Officer who is a dedicated member of staff to work with parents/carers as the point of contact for support within the school and home and community.

Talbot House Trust operates its SEND provision in line with Newcastle Local Authorities SEN and disability policies and procedures. To access more information in relation to this view the Newcastle Local Offer at www.newcastlesupportdirectory.org.uk/localoffer.

Parents and carers can also contact their local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service for impartial information, advice and support in relation to their child's SEN and/or disability.

The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service officer is Judith Lane. She can be contacted on 0191 284 0480 or by email: judith.lane@newcastle.gov.uk