



**SEND INFORMATION REPORT**

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<b>Name of Setting</b>	Tytherington School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 15px;" type="text"/>
<b>Specific Age range</b>	11 – 18 years
<b>Number of places</b>	Mainstream Pan 210
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.         </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in         </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; width: 100%;">           We work with students who have a wide range of needs such as Dyslexia and Autistic Spe         </div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations*. Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

- **section 69 of the Children and Families Act 2014**, including:
    - the arrangements for the admission of disabled pupils
    - the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
    - the facilities you provide to help disabled pupils to access the school
    - the plan prepared by the owner under **paragraph 3 of schedule 10 to the Equality Act 2010** (accessibility plan)
  - **regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014**, where appropriate
- Section 6 of the **Special educational needs and disability code of practice: 0 to 25 years**

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## Identification

### How will you know if my child or young person needs extra help? *(IRR)*

Students with SEND are identified as early as possible within our setting. Initial identification is through concerns that are raised by Parents/Carers or Teachers and Teaching Assistants who work directly with that student. As we are a secondary school, most students who have SEND identified through our Transition process in Year 6 and The HUB Learning Support Manager / SENCO attending reviews for students who have EHCP in Year five and in Year 6. Concerns may be raised on the student's wellbeing, their progress in comparison to their peer group, emotional and behavioural or that their profile against recognised characteristics of specific forms of SEND. Through INSET days, bespoke workshops all staff receives regular updates and training to support them in the identification of SEND. Early identification is paramount as it enables us to put the right support in place to enable the student to continue to access school and the curriculum. We have weekly meetings with the Heads of Year to discuss any students that are raising concerns. We also have ABC and RAP meetings where students who are raising particular concerns across both Key Stages highlighted via the Head of Year and appropriate interventions or advice sought.

For students in Year 6 who join us in September as Year 7 there are a variety of ways we can ascertain if extra help is required and that also gives us a more holistic view of each student's learning styles.

- All Year 7's are tested for their literacy levels in reading and spelling, any student that has a reading or spelling age that is below that would prevent them from progressing in the KS3 National Curriculum, then additional literacy support will be put in place.
- We also use a programme called LASS, which helps determine the student's profile in regards to their learning styles, and can indicate a Dyslexic Profile.
- Parents/Carers are informed if their child will be withdrawn for extra support and invited to meet with Mrs E Healey SENCO or Mrs J Timms Learning Support Manager if they choose to discuss in further detail the support that will be offered and advice to help at home.
- We screen Year 8 students via the LASS to ensure students are who have a reading and spelling age (around 10 years) that extra literacy support will be put in place to help them continue to access the curriculum. Parents, Carers, and students will be informed and they are welcome to come in discuss their child's support and progress with the Learning Support Manager.
  
- If a concern is raised about numeracy, this will be discussed with both Parents/Carers and student and appropriate support will be given.
- At the end of Year 9 we screen the students in regards to ACCESS ARRANGEMENTS in preparation for their exams in KS4.

All Parents and Carers are welcome at any time to contact the HUB Learning Support Department and speak to Mrs E Healey or Mrs J Timms if they have any concerns with the progress of their child.

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### Identification

#### What should I do if I think my child or young person needs extra help?

If your child is currently a student at Tytherington School then do please contact us if you have any concerns regarding progress.

If your child is not progressing or you have concerns regarding a particular subject then please contact the subject teacher or the Head of Department.  
(Contact can be found on the website or through phoning the reception at school.)

If the concern is more widespread, please contact your child's Form Tutor, or the Head of Year, Mrs E Healey SENCO, Mrs J Timms Learning Support Manager.

#### Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

All current policies can be found on the school website ([www.tytheringtonschool.co.uk](http://www.tytheringtonschool.co.uk)) under the section for parents. If you do have issues accessing these please contact the school reception that will help you access these documents.

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## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

Tytherington School very much encourage parents and carers to work with us as partners for their child's education and progress. For SEND students we very much try to be Inclusive whilst recognizing that there are times when the package of education has to be bespoke to meet the students individual needs. For the vast majority of students with or without SEND, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching. Currently students are placed into sets based on academic ability and this is monitored via regular teaching assessments, monitoring reports. For other students we may need to make further modifications – these would be done in conjunction through discussion with parents and carers along with the students.

This provision make take the form as;

- Additional literacy support with the Learning Support Manager or Specialist Teaching Assistant
- Additional support for other areas, study and revision skills, Speech and Language Programmes devised by the Speech and Language Therapist and implemented by a Teaching Assistant. Social Skills.
- Basic numeracy development
- 1:1 support based on identified need.
- Support via Bridges
- Access to Teaching Support class within class (usually although not exclusively for students with an EHCP)
- Alternative Curriculum potential of looking at subjects that studied by the student.

If such types of support are necessary then they will only be put in place through discussion with parents/carers (via letter in the case of literacy numeracy support) and students and usually after a meeting with the Learning Support Manager so that such support can be explained and the type of support identified

In terms of external teaching, whilst we strongly encourage all students to access learning in class for 100% of the time, when this is not possible the type of support (either from support from school, or support via the LA Tutoring team, or both) needed by the student to ensure progression will be determined in discussion with the parents/carers and students (where appropriate).

If the support needed is in the form of an educational or motivational work placement then this will also be discussed with parents/carers and students and would only be set up with their agreement.

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## Teaching, Learning and Support

### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

There is an expectation for Quality First Teaching. All staff are expected to differentiate to meet the needs of the students they teach. This will be based on information shared with them by the Learning Support Department, Head of Year. Regular reminders about, individual students needs are sent to staff and all staff receive regular updates about the needs of particular students.

Heads of Department are expected to ensure that the teachers within their department are ensuring that the needs of the students they teach are being met, BUT we do welcome input from parents/carers if you feel this is not the case.

For most students' access to mainstream, quality first lessons, is the entirety of the support they may need. Some may need additional support and the Learning Support Manager / SENCO, Head of Year will arrange for this with parents/carers based on the need of the students and the extra type of support required. In these cases, the setting up and monitoring of any plans that involve the provision of extra/additional support will be the responsibility of the SENCO/ Learning Support Manager There is an expectation for Quality First Teaching. All staff are expected to differentiate to meet the needs of the students they teach. This is based on information shared with them by the Learning Support Department, Head of Year. Regular reminders about, individual students needs are sent to staff and all staff receive regular updates about the needs of particular students.

In these cases the setting up and monitoring of any plans that involve the provision of extra/additional support will be the responsibility of the SENCO/ Learning Support Manager/ Head of Year - depending on the nature of the plan and the extra type of support that has been put into place.

At times there will be a need to consult with outside agencies (i.e., CAMHs, CEAT, SALT, Occupational Therapy, Educational Psychologist) again depending on the type of need and type of advice/support given.

In terms of exam provision - we will be testing students at the end of Year 9 and this will be conducted by the Learning Support Department.

Access to exam support is based on a range of tests such as LUCID, WRAT 4 and must meet the exam board requirements set out by JCQ. Those students a who may be tested for exam support is based on a number sources of information:

- ECHP – all students on an ECHP will be tested for extra exam support.
- Medical evidence, Attendance, School Phobia
- Laptops - resources
- A history of having had previous support from SEN (i.e. literacy/numeracy lessons)
- Information for all staff shared via the Learning Support Department
- Specialist Assessor for Access Arrangements
- IRLENS register and screening
- Enquiries from teachers
- Enquires by parents

It must be made clear that occasionally parents ask for extra support in exams but there is no history of need. Currently this would preclude a student from

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### Teaching, Learning and Support

accessing such support.

For parents who wish to find out about the variety of subjects that are taught at Tytherington School there are a number of avenues they can pursue:

- Visit the school website ([www.tytheringtonschool.co.uk](http://www.tytheringtonschool.co.uk))
- Attendance to one of the Open Evenings/Open Days
- Year 9 to Options Evening - usually held February / March
- Attendance at the A Level information evening – usually held October/November
- Contacting school and requesting an individual meeting with the pertinent member of staff.

### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

Currently the SEND budget is managed by the Schools Leadership Team and is allocated to the provision of resources. These include:

- Teaching Assistants
- Resources for students with SEND
- Provision of external agencies
- Provision of Specialist Teaching if available

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?(IRR)

In terms of the support for the student the decision, making process for the type of support the student needs would begin after identification that such extra help is necessary. Once this support has been identified, and discussed with parents/carers and the student, then the type of support that they will require will be discussed. The majority of such extra support can be found within the provision that school already has in place, (i.e. literacy, numeracy social skills). If there is a need for support that is not, already in place within school, this will then be discussed with parents/carers and the feasibility of implementing such support discussed.

If necessary, the Senior Leadership Team would be consulted i.e. modification to the timetable

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## Teaching, Learning and Support

### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The SENCO and the Learning Support Manager will take the primary lead in securing equipment or facilities for young people. This may be delegated to the appropriate teaching assistant (i.e. exam provision) or subject leader/ teacher BUT this will be coordinated in all cases by the SENCO and Learning Support Manager.

Again parents/carers may know of suppliers of equipment/ facilities/ facilitators that may be beneficial for a student with particular needs. In such cases, recommendations are always welcomed – although the feasibility of utilising them would be discussed.

### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

In terms of progress within the classroom, students are assessed regularly and the results of these assessments are shared with students. This information is also shared with parents/carers via the monitoring reports and one full subject report. Parents/carers are invited into school for parent’s evenings to meet with the teaching staff and discuss the progress of their child. The website will have the dates for Parents Evenings.

For parents/carers with additional concerns about progress they are welcome to contact the Head of Year, SENCO and the Learning Support Manager.

For students without an EHCP again concerns can also be raised with the Learning Support Manager, SENCO, Head of Year, and Form Tutor.

Students who access additional support for literacy are tested at two points in the school year to monitor progress and this reported home via a letter along with A copy of the test they have completed.

For parents/carers who wish to have more detailed and individual discussion about their child’s progress or who feel that their child is not progressing we would encourage them to contact their child’s Form Tutor, the subject teacher/Head of Department ( if it is subject related) or if there are wider concerns contact the SENCO and Learning Support Manager.

We encourage all parents to take an active role in using the above structures to monitor the performance of their child and work with school to ensure their child makes the best progress. Details about what the students are studying can be found via the school website ([www.tytheringtonschool.co.uk](http://www.tytheringtonschool.co.uk)). Information on to support parents/carers in supporting their child at home from the Form Tutor, Subject Teacher, Learning Support Managers or for students with ECHP there Keyworker TA.

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## Teaching, Learning and Support

### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

As well as the information about reporting progress detailed above for students with ECHPs a yearly review of THE ECHP will take the place with the Learning Support Manager / SENCO although parents/carers have the opportunity if they wish to come into school to discuss progress or raise concerns. The ECCHP review will be based on reports from teaching staff and teaching assistants but also comments from the student and their parents/carers. The review meeting will have the Learning Support Manager /SENCO, the relevant TA (usually the keyworker), parents/carers the student and any outside agencies who may be needed at the review.

Whole School Parliament – This has places for all students including SEND.

Form time with their Form Tutor

Evaluation of arrangements and provision is dependent on what the individual students needs are. We use a variety of tests, which we use ascertain the students' progress. We have programmes of targeted intervention such as literacy and numeracy we ensure that this is carefully monitored to ensure that it provides high quality provision and remains good value for money. The individual opinions of students and parents/carers are sought as this can help us with future decisions about future provision we may provide. In terms of the provision of extra literacy support students, they are assessed at the beginning of the year and assessed at the end of each term. The students who have reached a reading and spelling age that allows them to access the mainstream curriculum (usually above 10 years) will no longer access this support – although in discussion with parents/carers and based on advice from the Learning Support Department, subject teachers, other types of support maybe necessary and this will be put into place. Similar evaluation is made for all types of additional or extra support. With all support provided from SEN there is assessment using specialist test or from the teacher assessments completed three times a year. In every case these additional arrangements are only put in place, changed or ended after discussion with parents/carers and student. Throughout KS3, most groups are set based on ability. The initial Year 7 sets are based on assessment data provided by the Primary Schools, CATS testing when they arrive at the start of Year7 and teacher assessments made during the first term. The students are placed into sets in the Spring term.

At GCSE, setting is in the core subjects. Along with looking at the:

- Appropriate examination
- Appropriate Courses
- Support

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### Teaching, Learning and Support

### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

For the majority of students arrival at the start of the day and exit is very much part of their development and independence and most will do themselves, although at both times of the day there are a large number of staff on duty who supervise the students and ensure they arrive and leave in an orderly fashion. For some students alternative arrangements may be necessary and this will be, discussed with the Learning Support Manager or the TA who is the student's key worker, as some students do need to be met at reception or collected by parents at the end of the day.

Again, for the majority of students breaks and lunches will mean independent access to the Refectory and the main school grounds where they can meet and socialise with their friends. The Sixth Form students have their own facilities including the I café. A duty team of staff at break and lunchtimes supervises all of these areas.

Other students need support at these times and we do offer access to L2 and the Inclusion room where students can socialise and play games. There is a lunch club based in L2 for the students to join. These arrangements are discussed with Learning Support Manager or the Teaching Assistant

Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by a Teaching Assistant. Again, arrangements such as these will be discussed with key staff.

When risk assessments are needed these are, completed by staff, and parents and discussed with students. There are occasions when a risk assessment would be undertaken by an outside agency e.g. Sensory Inclusion Team for a site visit if a student has a visual impairment.

When risk assessments are required, they are completed by the relevant staff, parents and discussed with the student. All pertinent decisions will be shared with teachers and teaching assistants. Again such arrangements would be made be reviewed with parents/carers.

Evaluation of arrangements and provision is dependent on what the individual students needs are. We use a variety of tests, which we use ascertain the students' progress. We have programmes of targeted intervention such as literacy and numeracy we ensure that this is carefully monitored to ensure that it provides high quality provision and remains good value for money.

#### What pastoral support is available to support my child or young person's overall well-being?

All students access their Form Tutor daily and have regular access to the Learning Support Department and Inclusion Team, along with support staff based in Pastoral office along with the Head of Year. Within form, time students usually access their TA keyworker or the TA may bring the student to L2 or the Inclusion Team or Bridges where they raise any concerns or issues.

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<p><b>Keeping Students Safe and Supporting Their Wellbeing</b></p> <p>Where there are concerns regarding bullying please see the Anti-Bullying Policy on the website (<a href="http://www.tytheringtonschool.co.uk">www.tytheringtonschool.co.uk</a>)</p>
<p><b>How will the setting, school or college manage my child or young person’s medicine or personal care needs?</b></p> <p>Where a student has Individual Medical Needs we ask the following:</p> <ul style="list-style-type: none"> <li>• For parents/carers to contact school immediately and meet with the assigned First Aider as well as a member of staff from the Key Stage Office and Mrs Jacky Timms the Learning Support Manager and where possible the School Nurse.</li> <li>• The level of medical need, medication and individualised support will be discussed and determined at this meeting – and if felt necessary and Individual Health Plan set up.</li> <li>• The relevant information would be shared with staff.</li> </ul> <p>For the majority of students an Individual Health Plan will not be required, but again the needs of the student will be shared with staff, the student added to the Medical Needs register and placed on SIMS.</p> <p>There are a number of trained First Aid Staff within Tytherington School. The staff receives annual training by the school nurse in the administration of rescue medication such as epi- pens, In terms of emergencies, the type of action to take, in the majority of cases would be determined by the First Aider. Parents would be contacted immediately or if that was not possible the emergency contact person identified by the parents. Where necessary the school seek out relevant training to address the specific needs of pupils.</p> <p>Where students need to take extended periods of time of to attend medical appointments, parents/carers are encouraged to discuss how best to support their child with any missed work by liaising with the Form Tutor or subject teacher. There may be occasions when it is appropriate to provide additional work “catch up work” for completion at home”, at other times it is possible to arrange for appointments to coincide with subjects the student is stronger in. Wherever possible the school will work flexibly to support the students who miss work due to unavoidable medical appointments or through illness.</p>
<p><b>What support is available to assist with my child or young person’s emotional and social development? <i>(IRR)</i></b></p> <p>Personal Social and Emotional well-being is at the heart of curriculum. All staff promotes an environment in which positive personal relationships can flourish, and seek to support students in managing their emotions and relationships on a day-to-day basis. For those students requiring further support, there is a range of interventions to support students experiencing difficulties with emotions or relationships.</p> <p>If there is a greater concern advice or a referral may be made to partner agencies i.e. CEAT (Cheshire East Autism Team), CAMHs, Educational Psychologist the School Counsellor. This level of support would be done in conjunction with both parents/carers and the student.</p>
<p><b>What support is there for behaviour, avoiding exclusions and increasing attendance?</b></p>

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### Keeping Students Safe and Supporting Their Wellbeing

The school has a clear Conduct and Procedure policy, which is available on the school website ([www.tytheringtonschool.co.uk](http://www.tytheringtonschool.co.uk)). The Conduct Policy is implemented consistently. Where students are unable to follow this policy or require additional support with behaviour a range of measures are put in place to support them in adhering to the school rules. For some students this may involve alternative arrangements at key “trigger points” during the day, for others it may involve “time out” arrangement enabling students to find a designated safe space at times of stress.

Alternative Provision as highlighted in the Conduct Policy:

Senior Leaders, or leaders of year teams through consultation with senior leaders, can form with agreement with all stakeholders to arrange alternative provision for a period of time if it is deemed to support a return to positive conduct.

Alternative Provision can include:

- Peer mentoring
- Working with members of specialist staff, individually or in nurture groups
- Working with partner agencies to provide further support both inside and outside of school
- Support through “Period 5+” lessons – lessons arranged to support a student with a specific need please see (period 5+ lessons below)
- Alterations to timetable
- Alterations to individual Students Passports where applicable
- Adjustments to the way sanctions are applied.

It is rare that that we would consider exclusion for any student. A copy of the exclusion policy is available on school website ([www.tytheringtonschool.co.uk](http://www.tytheringtonschool.co.uk))

We take active steps to improve attendance. Monitoring of students attendance and initial intervention through communication with parents is responsibility of the Form Tutors and is supported by the Year Teams. Please see our Attendance Policy also available on the school website.

When attendance falls below 95% contact is made with home.

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## Working Together & Roles

### What is the role of my child or young person's class teacher?

Students will have a number of teachers during their secondary education. All students will have a Form Tutor whom they will see every day during registration. As an immediate focal point and contact point, their role is crucial, and we do ask parents to work in partnership with the Form Tutor and help establish a working relationship that supports the student and best works for them. Within lessons, students will access a number of specialist teaching staff. When there are specific questions about progress within a particular lesson we suggest that parents contact the specific subject teacher, as they will have a better and wider understanding of the progress needs, concerns, types of assessment and subject content.

### Who else has a role in my child or young person's education?

Students with an EHCP will also be assigned a Teaching Assistants from the Learning Support team. They will liaise closely with parents/carers and work with them on ensuring a smooth transition for their students, and ensure that concerns, progress, matters that arise and any bits and pieces are communicated between school and home. Within lessons students with an EHCP, and some others, will work not only with the teaching staff but also with a number of TAs who are linked to particular subjects or who work with a particular key stage or have specialist knowledge of working with students with ASC for example. Where there is a need for extra support students will work with the SEN teacher or the SEN TA who delivers extra support sessions. At times students may also work with outside agencies such as (Cheshire East Autism Team or Speech and Language Therapist) that are brought in to deliver work on an area of particular need for the students.

### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Within school we have an SEND Register and is updated regularly along with details on SIMS all that details the SEND needs of all students for whom that applies. This includes students with an EHCP. This is updated regularly and shared with all staff. There are also regular meetings in which staff are given information regarding the needs of a particular group or child. Some students will have a Pupil Passport, which is shared with all staff, and home, and details the support needs of particular students. When new information comes into School this is usually shared with staff via email and staff are directed to read that email during the weekly briefing session.

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## Working Together & Roles

### What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

Tytherington School offers regular training for their staff with workshops and INSET. Some of these sessions are used to develop the understanding of staff towards SEND areas and the impact of students. The Learning Support Department hold weekly meetings to give regular updates on SEND and individual students and share good practice with staff.

The SENCO is the Mrs Healey Assistant Head Teacher. The Learning Support Manager has many years' experience of working with SEND students. Underpinned by relevant professional development and training opportunities to enhance their practice. There is also Bridges that has been set up to provide targeted interventions / workshops/ alternative curriculum and withdrawn for identified students throughout KS3 & KS4.

- Teaching Assistants who have Specialist Skills.
- We have also worked with a member of the CEAT and have completed an Autism School Standards Programme.
- All areas of SEND are part of the schools CPD sessions with regular training provided on students with Autistic Spectrum Condition/ Asperger's Dyslexia. We also screen for IRLENS. Where there is a particular need of a student the SENCO and Learning Support Manager will endeavour, with support from other groups, to source and provide training for all staff. All staff receives Safeguarding Training.

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

At times it is necessary to seek the advice and support of other agencies so that the needs of students can be met within school. Currently the school accesses support from:

- The Educational Psychologist
- CAMH's
- CEAT (Cheshire East Autism Team)
- School Nurse
- Total People
- Changing Education
- Cheshire East Youth Support Service
- Counsellor
- Statutory Assessment Monitoring Team – Cheshire East
- Sensory Inclusion Team
- SALT (Speech and Language Therapy)
- Occupational Therapy

Access to, advice from and actions taken as a result will only be undertaken after discussion with parents/carers and students.

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<b>Working Together &amp; Roles</b>
<b>Who would be my first point of contact if I want to discuss something?</b>
<p>For Parents/Carers who are worried we suggest a number of different routes depending on the nature of your concern:</p> <ul style="list-style-type: none"> <li>• The Form Tutor if the concern is a pastoral one.</li> <li>• The Head of Year with both pastoral and academic concerns.</li> <li>• The Learning Support Manager/ SENCO concerns relating to progress or regarding provision / additional support.</li> <li>• Subject teachers / Head of Department if the concern is linked to a particular subject.</li> <li>• Head of Safeguarding - Safeguarding concerns</li> </ul> <p>If a parent/carer has any worries or concerns please DO contact school asap – either by email or telephone.</p>
<b>Who is the SEN Coordinator and how can I contact them? (IRR)</b>
The current SENCo is Mrs E Healey – Assistant Head teacher and working alongside the SENCo is Mrs J Timms Learning Support Manager.
<b>What roles do have your governors have? And what does the SEN governor do?</b>
<p>The SEND Governor works closely with the SEND team on developing policies, facilitating training, and ensuring that the needs of students with SEND are represented at Governors meetings.</p> <p>They also liaise with the SEND team on the provision and support for students who are looked after.</p>
<b>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</b>
<p>As part of their ECHP review all students are asked for their views on their progress, the type of support they receive and how they would like this to develop</p> <p>Within SEN, we have an Open door policy for students to have the opportunity to come and talk to a member of staff. The Teaching Assistants work closely with our students and they are often the first members of staff they would speak to. Through the development of our Student Passports the students can have a large input with what are the best strategies to support them both in and out the classroom. Views from parents/carers are also sought. Feedback from this is used to determine training and shared with staff. The school also has a Student Council, Form Captains, and House Captains. The Student Council meet regularly with the Mr Pilbury Assistant Head teacher and updates shared with the schools Senior Leadership Team. Access and membership of this team is determined by election within form groups and year groups.</p>
<b>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</b>
<i>Parents are invited to get involved with the life of the school either through the Parent Association or the Governing Body. Information and advice on how to do both can either be accessed via the schools website (<a href="http://www.tytheringtonschool.co.uk">www.tytheringtonschool.co.uk</a>) or through contact with school.</i>

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### Working Together & Roles

#### What help and support is available for the family through the setting, school or college? *(IRR)*

In terms of helping families complete forms or in sourcing information and guidance there are a number of areas that parents/carers and students can take:

- Contact school and ask to speak to Learning Support Manager
- Student Support Officers based in the Pastoral Office
- Head of Safeguarding
- Careers advisor in school
- Macclesfield Pledge

For information on careers and future aspirations then we do provide Careers advice and appointments can be made via the Head of Year.

For students with ECHPs then there will be regular access to the Cheshire East Youth Service (CEYSS) who will support students in their transition post 16 and attend all reviews of students who are in Years 9, 10 and 11 and then in Sixth Form.

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**Inclusion & Accessibility**

**How will my child or young person be included in activities outside the classroom, including trips? (IRR)**

There are a variety of clubs that the students can join and which are run in school. An updated list will be made available to parents/carers and students within the new academic year. The activities are open to all students, although if a parent/carer has a concern regarding the club or activity they would be advised to contact the organiser or their child’s/children Form Tutor or the Learning Support Manager to discuss their concern.

At break times and lunch times the Learning Support Department offer supervised breaks and lunch clubs which some of the students may wish to access. We also offer a homework club for students after school along with other clubs run by the Teaching Assistants. The students can attend Other clubs are available through a number of other departments such as music, sport, art, and drama. The library is also available for students who may wish to study. Parents/carers are always welcome to contact the Learning Support Manager if they wish to discuss any concerns or queries.

There is open access to all trips and activities for all of our students, although the nature of certain trips and activities may necessitate a meeting with parents/carers so that their child can access those trips. Where appropriate the Teaching Assistant would join the students on a trip or activity. Only where behaviour has been a concern and a student has reached a certain level of sanction (i.e. exclusion) or whose behaviour has caused particular and regular concern may result in the access to a trip/activity is denied. This again will be done in consultation with parents/carers. As with all matters parents/carers are invited to contact school and discuss all trips and activities so that their child may access them and get the most enjoyment and fulfilment from them.

**How accessible is the setting/school/college environment?**

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

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### Inclusion & Accessibility

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

Yes – in the car park at the main entrance to school.

For students who use a wheelchair or require disabled provision and access we would strongly recommend that parents/carers contact the school and ask for a meeting with the SENCO or Learning Support Manager. A tour of the school as the site is not entirely accessible to certain types of disabilities and this would need discussion with parents/carers and risk assessment sought.

For SEND students who require a measure of additional support to aspects of their SEND, this will need discussion with SENCO and Learning Support Manager so that the appropriate support is in place and so that it meets the student's needs.

The school makes every effort to make reasonable adjustments to ensure its facilities are accessible. Students with SEND are supported to access the facilities available to their peers, for example by providing large print text for those who with visual impairments, providing additional adult support for PE etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

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<b>Transition</b>
<p><b>Who should I contact about my child/young person joining your setting, school or college? (IRR)</b></p> <p>Information relating to our entry policy for Post 16 courses can be found on the school website or through the Director of 6<sup>th</sup> Form Mrs H Pugh.</p> <p>Information regarding our admissions policy can also be found on our website or through contact with school.</p>
<p><b>How can parents arrange a visit to your setting, school or college? What is involved?</b></p> <p>There are a number of opportunities for parents/carers to visit school.</p> <p>During the Autumn term there is an Open Day and Open Evening for all Year 6 parents /carers who are thinking of Tytherington school for their child</p> <p>There are also A Level information Evenings (usually October or November) and GCSE Pathways Evenings for Year 9 students (usually in March) for students at these key points of transition.</p> <p>In the summer term we have an Intake Day for all of the Year 6 students and an Intake Evening for parents/carers to attend.</p> <p>As well as this parents are invite to contact school and make individual appointments with key staff to discuss their child’s needs. This is particularly encouraged for students with ECHPs.</p>
<p><b>How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)</b></p> <ul style="list-style-type: none"> <li>- For students joining us in Year 7 from our feeder Primary Schools:</li> <li>- There are a number of Primary Transition events such as the “Spelling Bee”, “Maths Challenge”, “Primary Languages Festival” for students including the Open Days and Open Evenings and Transition Days.</li> </ul> <p>For certain SEND students there are separate SEND transition events on top of the ones provided for all students.</p> <ul style="list-style-type: none"> <li>• Certain SEND students may require an individualised transition programme as well – this will be discussed with parents/carers</li> <li>• During the summer term, the Head of Year 7 and the SENCO /Learning Support Manager will visit all feeder primary schools and obtain advice on students including progress grades, SEND information, friendship groups, and particular levels of need.</li> <li>• There are a number of events for parents to attend including Open Evenings and Transition Days at which they can highlight need or speak to staff individually (Parents/carers are, though, encouraged to contact school directly before this and discuss their child)</li> </ul>

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### Transition

For students joining from other schools/educational establishments:

- We would ask parents/carers in these circumstances to contact the school directly and ask to meet with relevant Head of Year and the SENCo / Learning Support Manager if there is a SEND query.

For students looking at Post 16/Post 18:

- There is careers advice available for all students to access - the current careers advisor is Lorraine Heywood and she is from the Cheshire East Youth Support (CEYSS).
- For students with EHCPs then there will also be regular support from Lorraine Heywood (CEYSS) who will support students in their transition Post 16 and will attend all reviews of the EHCP.

Other areas:

For some students access to a Work Placement may also be warranted. For those students access to a work place would be made available and they would spend a certain amount of their timetabled week within the work place. Such placements would only be put into place after discussion with the Head of Year, student and the parents/carers and there would be arrangements made regarding work.

Some students may also need additional advice and help developing life skills or independence. This would be very much dependent on the needs of the student and there would be a bespoke package designed for the individual and based around their needs. Where this is necessary again parents/carers would be invited into school to discuss the nature of this type of support.

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<b>Additional Information</b>
<p><b>What other support services are there who might help my family and me? <i>(IRR)</i></b></p> <p>Who can I contact for further information (Parent Partnership etc.)            Where a parent may want access to a support service we would advise they contact the Learning Support Manager, Head of Student Welfare who will be able to advise and support them accessing the right support and service they need.</p>
<p><b>When was the above information updated, and when will it be reviewed?</b></p> <p>Latest update: September 2016.</p>
<p><b>Where can I find the Cheshire East Local Offer? <i>(IRR)</i></b></p> <p>From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a></p>
<p><b>What can I do if I am not happy with a decision or what is happening? <i>(IRR)</i></b></p> <p>If a parent/carer isn't happy with a decision that has been made there are a number of routes they can take:</p> <ul style="list-style-type: none"> <li>• Please do contact school and discuss this with the SENCO, Learning Support Manager, or Head of Year.</li> <li>• Use the school complaints procedure as detailed on the school website.</li> </ul> <p>Tytherington School is very much based on a partnership between school, parents/carers and the student in helping the student make the best progress they can not only academically but also socially and emotionally and helping to prepare them for adulthood.</p>
<p><b>Special arrangements in relation to COVID-19.</b></p> <p>Following the closure of schools from the 23<sup>rd</sup> March 2020 Government guidelines stated:</p> <p>Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.</p> <p>Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain <i>at home</i>.</p>

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### Additional Information

In order to ensure that our students with EHC plans are supported we have consulted families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home is understood and that students can access the work being set by school staff. As a school we are undertaking weekly check ins to ensure that students outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the students in their classes and is open-ended in nature to allow students to engage with and further their own learning.

Parents of SEND students may require our support at this time and the SENCO can be reached at [ehealey@tytheringtonschool.co.uk](mailto:ehealey@tytheringtonschool.co.uk). A fortnightly HUB newsletter is also available to support parents/carers.

We are aware that the transition period for our students with SEND has been greatly affected by the current situation and we continue to work alongside our Sixth Form and other Post 16 providers to ensure that the information needed is shared

Resources that support our students' emotional and social development during this unprecedented time have been uploaded on to the school website in the SEND section. These will continue to be updated as time passes.

External agencies will only become involved if necessary following the usual graduated response process detailed above.