



# LSHUB

TYTHERINGTON SCHOOL

# SEND

## Information Report

### 2024 - 2025

**Written by:** Liz Healey (AHT/SENDCo)

**Effective date:** 1<sup>st</sup> September 2024

**Review date:** 31<sup>st</sup> August 2025

*This SEND Information Report should be in conjunction with our Special Educational Needs and/or Disabilities (SEND) Policy, which is available on our school website:*

*[tytheringtonschool.co.uk/home/statutory-information/policies](https://tytheringtonschool.co.uk/home/statutory-information/policies)*

*and is available from the school office upon request.*



Tytherington  
SCHOOL

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# The SEND Team



**Mrs E Healey**  
**ASSISTANT HEADTEACHER (SENDCo)**

[ehaley@tytheringtonschool.co.uk](mailto:ehaley@tytheringtonschool.co.uk)



**Miss A Warrington**  
**DEPUTY SENDCo**

[awarrington@tytheringtonschool.co.uk](mailto:awarrington@tytheringtonschool.co.uk)



**Mrs K Goldie**  
**HEAD OF LINKS**

[kgoldie@tytheringtonschool.co.uk](mailto:kgoldie@tytheringtonschool.co.uk)



**Mrs J Timms**  
**EHCP MANAGER**

[jtimm@tytheringtonschool.co.uk](mailto:jtimm@tytheringtonschool.co.uk)



**Mrs T Simpson**  
**HUB COORDINATOR**

[tsimpson@tytheringtonschool.co.uk](mailto:tsimpson@tytheringtonschool.co.uk)



**Mrs T Machin**  
**HUB OFFICE MANAGER**

[tmachin@tytheringtonschool.co.uk](mailto:tmachin@tytheringtonschool.co.uk)



**Mrs N Kamianets**  
**KS5 LEAD MENTOR**

[nkamianets@tytheringtonschool.co.uk](mailto:nkamianets@tytheringtonschool.co.uk)



**Mrs H Ward**  
**KS4 LEAD MENTOR**

[hward@tytheringtonschool.co.uk](mailto:hward@tytheringtonschool.co.uk)



**Mrs S Barton**  
**KS3 LEAD MENTOR**

[sbarton@tytheringtonschool.co.uk](mailto:sbarton@tytheringtonschool.co.uk)



**Miss N Lewis**  
**LINKS LEAD MENTOR**

[nlewis@tytheringtonschool.co.uk](mailto:nlewis@tytheringtonschool.co.uk)

## SEND Team Roles

### Role of the Assistant Headteacher (SENDCo)

- Quality Assurance of SEND
- Quality Assurance of Teaching and Learning, including SEND strategies
- Teacher Continued Professional Development
- Line Manages SEND Leadership Team
- Responsible for Edukey
- School Development Plan – Teaching and Learning, including SEND
- Strategic Development of SEND
- Strategic development of the SEND policy and SEND Information Report

### Role of the Deputy SENDCo at Tytherington School

- Supporting the Quality Assurance of SEND at Tytherington
- Supporting the SENDCo
- Supporting the SEND Leadership Team
- Supporting the strategic development of SEND at Tytherington
- Meeting with parents/carers of children with high-level needs
- Day-to-day responsibility for the operation of SEND policy
- SEND intervention mapping
- Specialist SEND interventions
- Oversight of English as an Additional Language (EAL)

### Role of the Head of LINKS at Tytherington School

- Supporting the Quality Assurance of LINKS EMP at Tytherington
- Supporting the SENDCo
- Supporting the SEND Leadership Team
- Supporting the strategic development of SEND at Tytherington
- Meeting with parents/carers of children with high-level needs
- Day-to-day responsibility for the operation of SEND policy within LINKS

### Role of the EHCP Manager at Tytherington School

- Applying for Educational, Health and Care Needs Assessments
- Leading on EHCP annual reviews
- Completing referrals to external agencies
- Meeting with parents/carers and children

### Role of the HUB Coordinator (Operational)

- Lead internal screening
- Co-ordinate assistive technology, such as laptops and computer reader software
- Co-ordinating Access Arrangements
- Mentor Timetables
- Mentoring apprentice mentors
- Specialist in-class support

### Role of the HUB Office Manager (Administration)

- Lead SEND Referral Process
- Lead SEND Review Process
- Co-ordinating Access Arrangements Administration

### Role of Lead Mentors

- Manage student passports
- Line Management of Key Stage Teams
- Liaise with families and students

### Role of Mentors

Mentors are deployed into groups. We are not able to provide 1:1 Mentors to any individual child. Due to the number of children with an EHCP in each year group, we can provide a Mentor into the group where children with an EHCP are allocated. In these groups, the Mentor will be able to support all children, including children on SEND Support and those with an EHCP. The majority of the support will go to the children with an EHCP.



If you need to contact the SEND team or SENDCo, please email:  
**[sendhelpdesk@tytheringtonschool.co.uk](mailto:sendhelpdesk@tytheringtonschool.co.uk)**

## Expertise & training of staff

This section outlines the training, or Continued Professional Development (CPD), completed by different members of staff or teams of staff relating to SEND. It also identifies the different areas of expertise that individual members of staff have at Tytherington in relation to SEND.

SEND CPD is given to staff in regular Teaching and Learning briefings, termly INSET days and via SEND Spotlight briefings. New members of staff are invited to attend a targeted training session on 'how SEND works at Tytherington' with the SENDCo, or another appropriate member of staff.

Adaptive teaching forms part of our Teaching and Learning CPD, which is led by Mrs Pugh (Deputy Headteacher with responsibility for Teaching and Learning).

### CPD completed by teachers during the 2023-2024 academic year

- The 5-a-day approach to supporting children with SEND
- De-escalation training
- Autism quality first teaching strategies
- Dyslexia awareness and strategies
- ADHD awareness and strategies
- Working memory difficulties awareness and strategies to support
- Technology Enhanced Learning

### CPD completed by the SEND team during the 2023-2024 academic year

- The 5-a-day approach to supporting children with SEND
- De-escalation training
- Autism quality first teaching strategies
- Dyslexia awareness and strategies
- ADHD awareness and strategies
- Working memory difficulties awareness and strategies to support
- Technology Enhanced Learning
- Operational Defiance Disorder and Pathological Demand Avoidance awareness
- Type 1 diabetes
- Speech & Language Training



## The types of SEND we provide for

At Tytherington School, we pride ourselves on our inclusive practice and on getting to know the child as an individual. We use a child-centred approach to our SEND Support.

We will endeavour to use the recommended strategies and practices from external reports; however, it will not always be possible to match exactly what is recommended due to our size and being a mainstream secondary school.

We cater for the 4 broad areas of SEND as specified in the SEND Code of Practice (2015):

### Cognition and Learning

- Moderate Learning Difficulties (MLD).
- Specific Learning Difficulties (SpLD) e.g. dyslexia. *We would struggle to support Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD).*

### Communication and Interaction

- Speech, Language and Communication Needs (SLCN).
- Autism Spectrum Condition (ASC).

### Social Emotional and Mental Health Needs

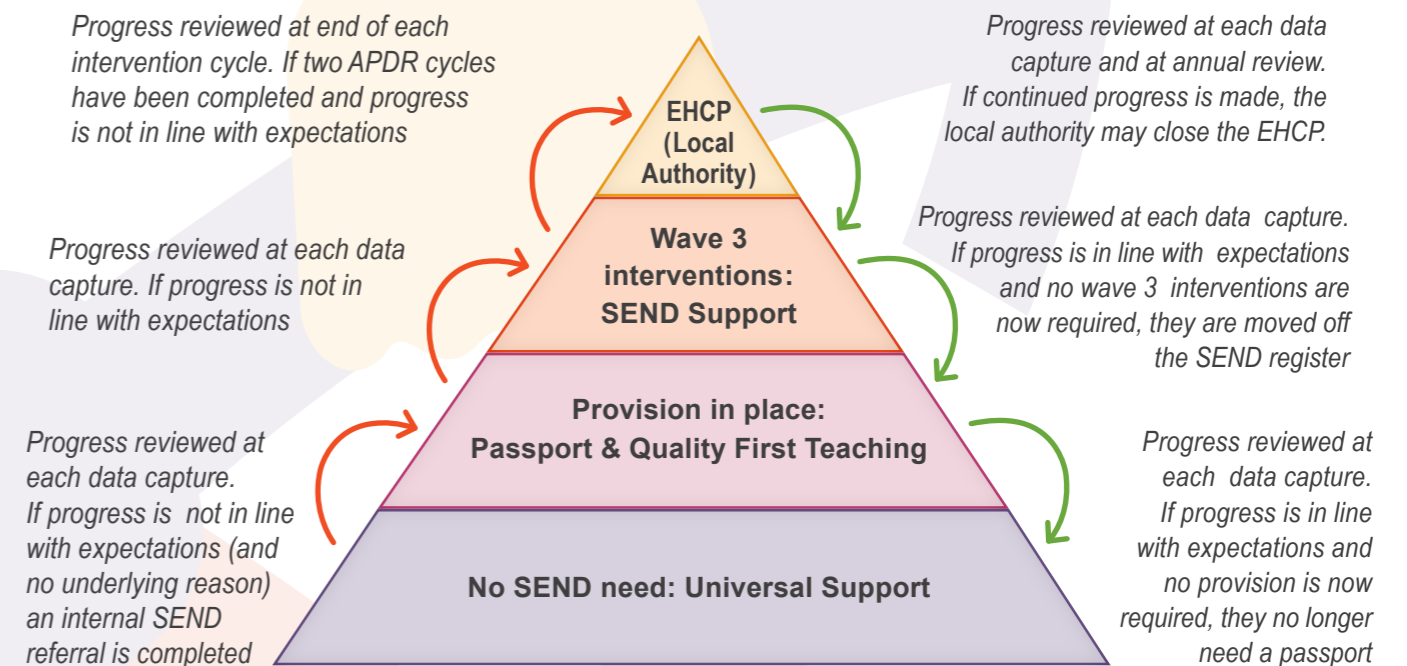
- Attention Deficit (Hyperactivity) Disorder (AD(H)D).
- Attachment Disorder (AD).

### Sensory and /or Physical

- Hearing Impairment (HI).
- Visual Impairment (VI).
- Multi-sensory Impairment (MSI).
- Physically Disabled (PD).

Children will primarily fit into one of the 4 broad areas, however their needs may overlap with other areas and it may change over time.

Children on the SEND register are divided into two categories: EHCP or SEND Support. Where a child needs some provision or a learning profile, they will be added to the monitoring register.



# Identification of SEND

## Using internal data to identify SEND

Upon entry to Tytherington School, all students will complete the following screeners to identify if there are some areas that individual children may require support:

1. Cognitive Ability Tests (CAT) – used to identify the strengths and weaknesses of visual, spatial, qualitative, and quantitative understanding.
2. Reading Tests – used to calculate standardised reading score for individuals. These will help identify students who require a reading intervention during the academic year.  
*Standardised Age Scores of less than or equal to 84 highlight an area that is below average for the age. Where CATs scores in 2 or more different areas will identify the need for further investigation of SEND.*
3. Student Attitudes towards Self and School (PASS) – used to identify students who may require extra support from the pastoral team.

Children are identified as having a Special Educational Need and/or Disability based on the following definition (provided by the SEND Code of Practice, 2014):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions

### Disability or SEND

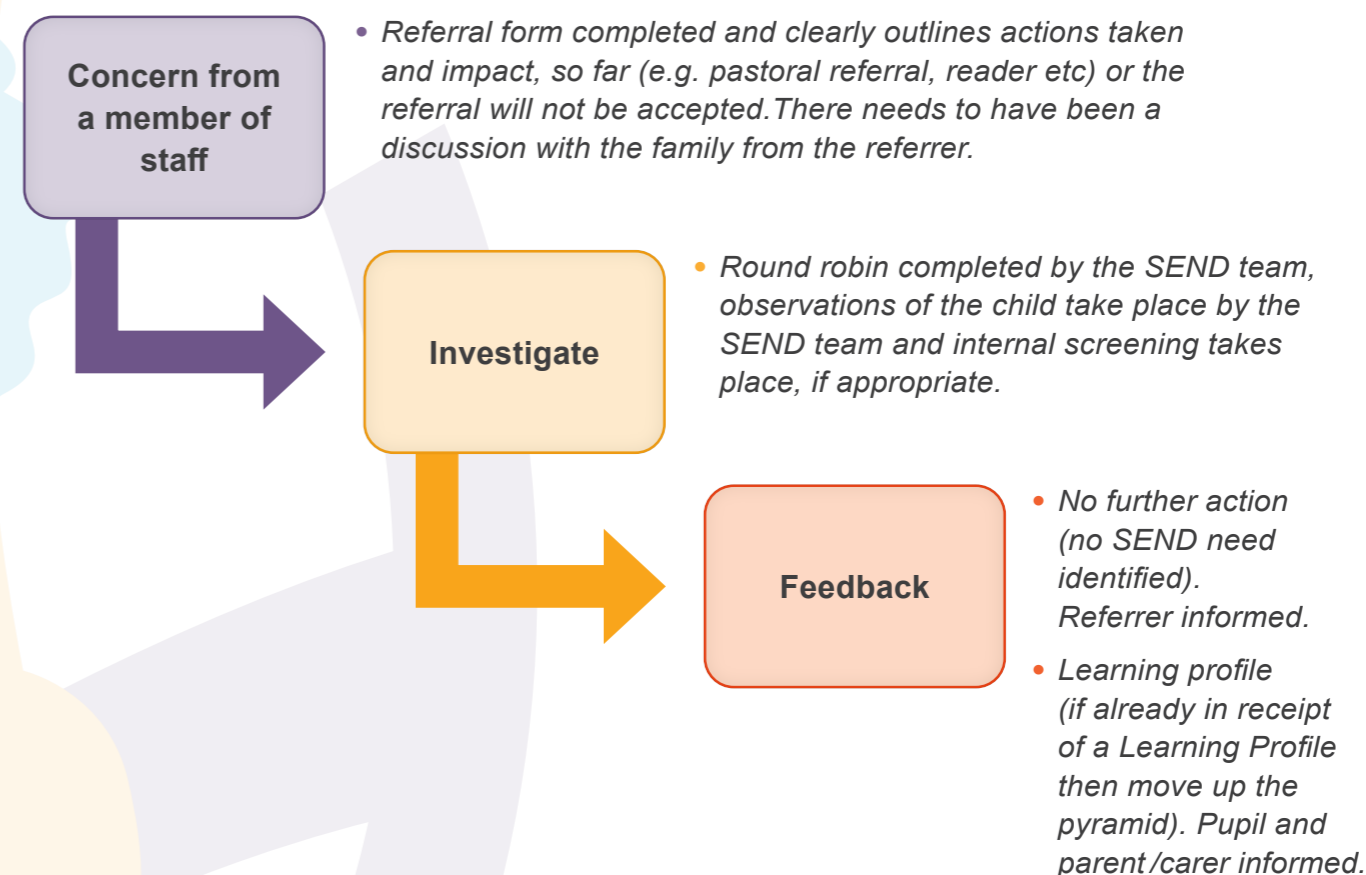
Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The Code of Practice defines ‘long-term’ as ‘a year or more’ and ‘substantial’ as ‘more than minor or trivial’.



## Referrals for identification of SEND

Subject teachers and the pastoral team are also able to refer to the SEND team about any concerns they may have about any children during their time at Tytherington School.



This process will allow us to complete further screeners to identify if there is any unknown need. These screeners are part of our role of identification, and we do not seek specific consent from parents/carers for each screener:

1. Dyslexia Screener – this is used to highlight if any children are showing any typical signs of dyslexia. It is not a diagnosis, and we are unable to diagnose any child with dyslexia.
2. Exact – this is used from Year 9 onwards to start to identify children who may need GCSE exam access arrangements, including extra time or a reading pen/computer reader.
3. Recall – this is used to identify if there are any other cognitive needs that the original CAT testing did not originally identify
4. Dyscalculia Screener – this is used to highlight if any children are showing any typical signs of dyscalculia. It is not a diagnosis, and we are unable to diagnose any child with dyscalculia.
5. Neurodiversity questionnaires (Coventry Grid and SNAP) to support the identification and referrals of ASC or ADHD.
6. Boxall assessments to support the identification and referrals of SEMH (anxiety and depression)
7. SDQ questionnaires to support general learning / pastoral difficulties

## Transition Points

### Transition from primary to secondary school

Part of the identification for SEND at Tytherington School includes communication with the previous school, including primary schools as part of the transition process. Children who were on the SEND register at their previous school will not always need to be on the SEND register at Tytherington School. The majority of children at Tytherington School will be able to make progress academically and emotionally by our High Quality First Teaching approaches.

Transitions are carefully planned with the primary school's Year 6 teacher, SENDCo and Tytherington's SENDCo/EHCP Manager, Head of Year 7 and Transition Lead.

On occasion, for children who have a high level of need, a member of the SEND team may come out to the school to observe the child in their primary setting.

All Year 5s and Year 6s from local primary schools are invited to attend Taster days at Tytherington throughout the year.

For children who have been identified as needing more transition support by their primary SENDCo, we offer 1:1 tour and talks with the SENDCo, or another appropriate member of the SEND team, and two extra transition days working with our mentors and other Year 6s who will be starting in the September.

### Mid-year transitions

For children with an EHCP, a consultation must be completed by the local authority and we must be confident that we can meet the provisions in Section F of the EHCP with the resources we have and ensure that it would not have a negative impact on the rest of the school.

**The transition lead at Tytherington is Mrs Woods, who can be emailed on: [transition@tytheringtonschool.co.uk](mailto:transition@tytheringtonschool.co.uk)**

The SEND team will be included in the transition plan.

Part of the transition plan may include:

- Calls with parents/carers to understand the need of the child and understand the context of the move.
- Call the previous school's SENDCo to discuss the need and provisions that were in place to see if we are able replicate them at Tytherington.
- A tour of Tytherington School with an appropriate member of staff.
- Taster sessions at Tytherington School, shadowing the timetable of another child in the year group.
- Having an identified buddy.
- Pupil voice / check-in with the child with their form tutor or Head of Year .

### Key Stage 3 to Key Stage 4

In Year 9, we start the options process, where children identify the 4 qualifications that they will complete alongside the core subjects in Key Stage 4 (Years 10 and 11). The core subjects are English Language, English Literature, Mathematics, Trilogy Science, Core PE and Personal Development.

Some children with SEND may require a reduced number of qualifications picked at the options process. For these children, we offer our Vocational Pathway.

For children with an EHCP, some provisions or interventions will require the space of one (or more) option blocks. More details can be found in EHCP Interventions at Key Stage Four section of this document.

### Preparing for adulthood, including the transition from secondary to post -16

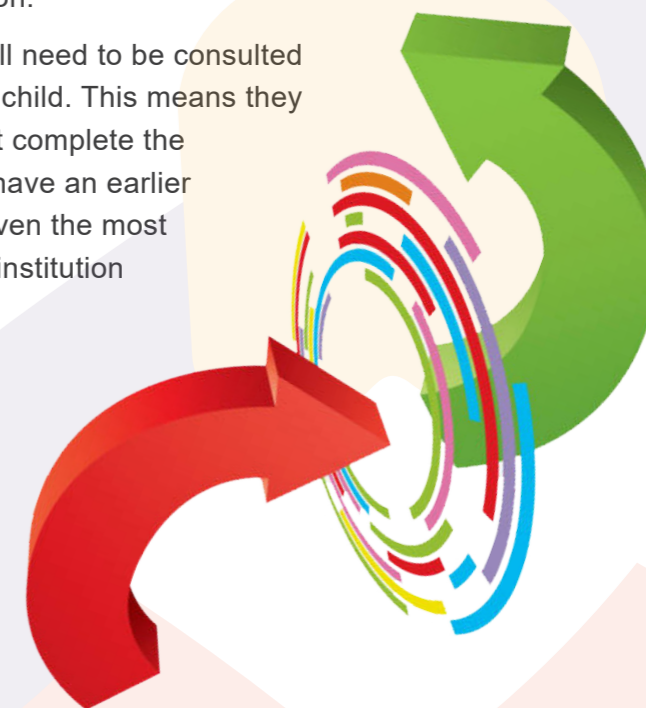
Post-16 refers to the education after leaving secondary school in Year 11, working with Cheshire East Youth Support Support Service. The most common destination post-16 is a college to study A-levels or level 3 BTEC courses. Other options may include an apprenticeship, traineeship or level 2 BTEC course.

As part of our Personal Development curriculum, which can be accessed on our academy website: [tytheringtonschool.co.uk/the-personal-development-curriculum-at-tytherington](https://tytheringtonschool.co.uk/the-personal-development-curriculum-at-tytherington) includes careers education from Year 7. Our careers education includes identifying post-16 options. We start to look at post-16 options in Year 9 to support the options process. Our Careers Advisor will offer support to the most vulnerable children for their post-16 options from Year 10.

When applying for post-16 institutions, children who are on SEND Support are required to declare their need to the post-16 institution. This allows the post-16 institution to request the SEND paperwork, including access arrangement information.

For children with an EHCP, the post-16 institution will need to be consulted to ensure that they are able to meet the need of the child. This means they need to agree to complete or argue why they cannot complete the provisions in Section F of their EHCP. Year 11s will have an earlier annual review to ensure that the local authority is given the most up to date information for the EHCP for the post-16 institution to be able to make an informed decision.

In Year 9, children with an EHCP will start the preparing for adulthood target setting. This means that targets relating to post-16 education, living away from home and employment. Children on SEND Support will also start preparing for adulthood targets, where this is appropriate to their need.



## High Quality First Teaching – strategies for all children

In all lessons, teachers use dyslexia friendly PowerPoints and resources. All PowerPoints must use a pastel background and easy to read font on PowerPoints. PowerPoints and lesson resources should, where possible and where it doesn't make the resource too busy, include dual-coding (such as adding a picture) to help describe the meaning of the text. Introducing key vocabulary with the definition at the start of lessons.

All lessons should have a minimum of 2 disciplinary key words for the lesson. Disciplinary key words are words specific to the subject.

Teachers will create a seating plan for each lesson. These seating plans will be used to support behaviour management and teaching strategies, such as being sat nearer the teacher or being sat away from a window or vent that causes noise.

Due to timetable constraints, we cannot always set each subject by ability. Some subjects will be 'blocked' together, meaning that changing in one subject could result in a change across multiple subjects. The majority of subjects will be set based on prior attainment and ability. Where children are set in the group that has access to a Mentor, the Mentor will be able to support all the children in the class. However, the Mentor is allocated based on the requirements of children with an EHCP and this will not always be the lowest prior attaining set.

Teachers have the responsibility to adapt their teaching to support all children. This is set out in the Teachers' Standards (Department for Education, 2014):

### 5. Adapt teaching to respond to the strengths and the needs of all pupils.

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



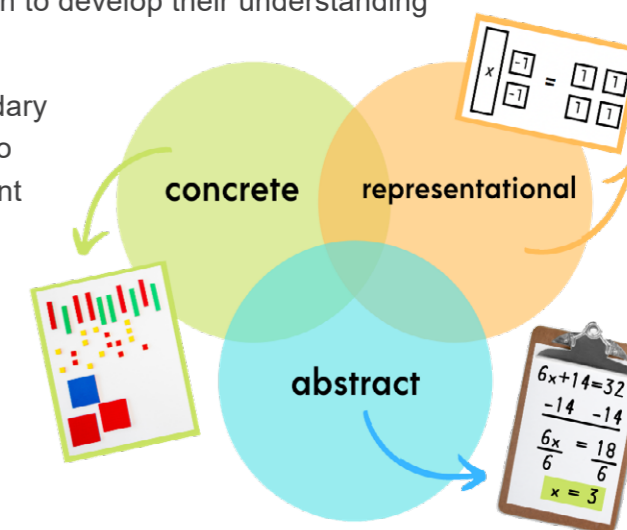
Led by our Deputy SENDCo, the bottom 20% of readers within each year group are added to reading interventions which are run by our English Intervention Tutor.

In Maths, concrete materials may be used to support the Concrete, Pictorial, Abstract approach to Mastery Maths teaching. This approach allows children to develop their understanding of the different representations used in Maths.

As we develop mathematical understanding in secondary school, we continue to use these concrete materials to support algebraic thinking. When children are confident using the concrete materials, we can progress into the pictorial representation, for example, bar models.

Then, when the pictorial representations are mastered, children can work with the abstract confidently.

Abstract representations include the symbols we use in mathematics, such as numbers or  $+$   $-$   $\times$   $\div$   $<$   $>$  etc.



## Access Arrangements

The process for identifying children who need formal access arrangements in their GCSE exams starts in Year 9. No access arrangement can be confirmed until Year 9, as set out in the current JCQ regulations. These are usually updated annually in August.

Based on the current regulations, the following access arrangements can be applied for based on children having a long-term impairment. Access arrangements can only be given for this reason as to do so for any reason other than levelling the playing field for children with long-term impairments would be malpractice and unfair on the rest of the cohort.

Below is a summary of what is needed for the more common access arrangements:

Type of Support	Description
<b>Separate Venue</b>	Students may access a separate venue for support with medical needs, if they have a Reader or Scribe.
<b>25% Extra Time</b>	Students are allowed to have up to 25% additional time, over and above that of other students in the year group. They can choose whether or not they take this. Any that do wish to, should be given that opportunity.
<b>Word Processor</b>	Where appropriate (e.g. not in Mathematics), these students are allowed to use a word processor to complete their assessment.
<b>Scribe</b>	During an assessment, students are supported with a human Scribe to complete their assessments.
<b>Prompt</b>	During an assessment, students can be reminded to get back on track with their assessment.

Type of Support	Description
<b>Supervised Rest Breaks</b>	<p>During an examination, students are allowed to step quietly outside of the room (without any books, notes or mobile phone) and have some time before returning to the room. They are allowed to have the time that they take outside of the room added to their time to complete the examination (i.e. they retain the full length of time that they are allowed and the rest breaks do not eat into this).</p> <p>At Key Stage 4, Supervised Rest Breaks should last no more than 10 minutes for each separate rest break. Students will be able to take up to 1 break per hour and these cannot be taken during the first or last 10 minutes of the examination.</p> <p>At Key Stage 3, students will not access Supervised Rest Breaks as assessments are typically 45mins long. If a student requires support during an assessment, this will be supported by the HUB Exam Team.</p>
<b>Computer Reader/ Reader</b>	<p>Students will be provided with their assessment papers through a Chromebook. Students will have their examination papers scanned, enhanced and uploaded to Google Classroom so that they can use "Read Write Gold". They will use headphones with the software to provide them with a reader in this way.</p>
<b>Visual Stress</b>	<p>Students will have any assessment papers printed on the colour shown for those students.</p>

Please note the above is a summary. For a more in-depth outline, please contact the SENDCo for more details. Email: [sendhelpdesk@tytheringtonschool.co.uk](mailto:sendhelpdesk@tytheringtonschool.co.uk)

## Reviewing SEND Provision

At the end of each intervention cycle, which is usually 6-weeks, there is a formal review of the provision by the member of staff who is running the intervention. They are reviewed against the expected outcomes for the intervention or academic progress.

If the progress in the intervention shows that the expected outcomes or individual targets have not been met, we can rerun the intervention with adaptations to support, which the first cycle review will inform. Where progress continues to not be made, an external referral may be required.

**A list of external agencies that we work with can be found in the Working with external Agencies section of this document.**

Intervention reviews will feed into the formal review of an Assess, Plan, Do, Review plan, which parents/carers are invited to (see opposite – Including parents/carers). Teachers and other members of staff will update the SEND team about an individual child's progress using a Round Robin.

Children who are on the SEND register, but do not need specific targets, will have a termly learning profile review to ensure the identified needs, strategies to support in the classroom and pupil voice is up to date. This will include the child and parents.

At each data capture, the SENDCo will analyse the academic progress data to check whether they are on or off track to meet their target. If they are not on track to meet their target in several subjects, this will be used to write academic specific targets at the next SEND review point. Concerns with specific subjects should be shared with the subject teacher or Head of Department.

### Including parents/carers

Where a child is put on a SEND Assess, Plan, Do, Review cycle, parents will be included in the targets and desired outcomes. Parents/carers will be able to have their input included in the plan.

Parents will be contacted about any referrals that we believe are needed for their child and their perspective will be included within the referrals.

Parents can discuss their child's education and provision with subject teachers at parents' evenings or by contacting school at any time to discuss concerns with the subject teacher.

The SENDCo is also available at all parents' evening upon request.

On top of this, all children on the SEND register will receive a termly check in by a member of the SEND team. Each child on the SEND register will be assigned a 'key adult' in school who will be responsible for making the termly check in to check on how parents/carers believe their child's education and SEND provision is going in school. This will also include reviewing the child's learning profile.

The key adult will be allocated at the start of September and contact details will be sent home to parents/carers, so parents/carers have someone key they can contact within school about SEND. Most key adults will be within the SEND team; however, some children may have already formed a close relationship with another member of staff in school and they may act as the SEND key adult.

### Including children in their education

Children with SEND are included in their education through a variety of methods:

- Termly pupil voice with their key adult or another member of the SEND team, which is included on their learning profile.
- Termly SEND pupil voice meetings.
- Key Stage Four options.
- Being included in whole-academy pupil voice activities with SLT and Heads of Department.
- Being asked about the provisions/interventions they are being offered (before and during).
- Talking to their key adult throughout the academic year.





## Supporting SEND for children who are looked after

If a pupil is LAC and has SEND, the SENDCo will review Personal Education Plans (PEP) and care-plans for the pupil who is LAC and the previously-LAC.

If a pupil has SEND, but does not have an EHC Plan, the support required will be in the pupil's PEP.

If appropriate, the Virtual School Head or social worker will be invited to comment on proposed SEND support as part of our Graduated Approach.

The SENDCo and LAC co-ordinator will work together to ensure that the whole school is working together to ensure that the right support is given.

The LAC Co-ordinator is Mrs C Woods and the Designated Teacher for LAC is Mr D Pepper.



**Mrs C Woods, LAC Co-ordinator**

email: [cwoods@tytheringtonschool.co.uk](mailto:cwoods@tytheringtonschool.co.uk)

**Mr D Pepper, The Designated Teacher for LAC**

email: [dpepper@tytheringtonschool.co.uk](mailto:dpepper@tytheringtonschool.co.uk)

## SEND Support or an Education, Health, and Care Plan – strategies for individual children

At Tytherington School, we have a strong commitment to ensuring that all children have access to a broad and balanced curriculum at all stages of their education. This means that we do not reduce the curriculum for children with SEND and we ensure that all children have access to every subject from Year 7. Teachers will plan their lessons to fit the need of the children in the class and this will include specific adaptations made for individual children as set out in the Learning Profile and general High Quality First Teaching strategies, as set out above.

Where we are named as the Placement on a child's EHCP, we will fulfill the requirements of the provision set out in Section F of the EHCP. As part of the consultation process for a child with an EHCP to attend Tytherington School, we will make clear to the relevant local authority when we can and cannot meet the need of the individual child. These are all taken on a case-by-case basis.

## Adapting the curriculum and learning environment

Where children require extra support in the form of interventions, we aim to complete many of them in the morning tutor time to ensure they do not miss essential parts of the curriculum.

Where interventions need a longer time, we withdraw from individual lessons and aim to not hit the same lesson more than others.

### Unit Award Scheme (option at Key Stage 4)

For children who will benefit from a further reduction in their curriculum and who may struggle to complete the full suite of 4 option subjects on top of the core subjects. The Unit Award Scheme (UAS) is a flexible curriculum that allows selected Year 10 and Year 11 children to have access to catch up learning and more support for the core subjects. It takes the place of one option pool. Each unit will result in a certificate produced and sent by AQA – these certificates can be part of college or job interviews. It is not a qualification but will help towards other qualifications.

The UAS has units that are written specifically for the GCSE Maths, English and Science courses, which are revisited in the UAS lessons. There are also work-based learning and post-16 preparation lessons – to prepare for college/work interviews, which is linked to our careers/PSHE curriculum and allow us to support these skills deeper. A range of units from a range of different subjects/topics that can be chosen by the children.

### EHCP interventions at Key Stage 4

For children with an EHCP, we often require 1 option pool to complete interventions set out in Section F of the EHCP. However, this is taken on a case-by-case basis and is dependent on the number of provisions/interventions in Section F of the child's EHCP. We will continue to utilise some of form time for interventions to reduce the number of interventions in lesson time, however, we want to ensure that children are exposed to our assemblies and PD input. Where needed, we ask that 1 option pool is used for EHCP interventions, so we do not need to remove a child from any of their GCSE lessons and do not miss content that is part of their GCSE specification / exams.

### The HUB

Children with SEND may benefit from interventions in the HUB. The HUB is where the SEND team is based. The HUB interventions are led by members of the SEND team, including Mentors and the Intervention Tutors.

The HUB also houses a small sensory area (HUB Haven) – a small area where children who experience sensory overload can go to in order to regulate themselves. Children need a pass to be able to use this facility. The HUB always has a member of staff 'on duty' either completing interventions or being available for children to use the sensory area.

### Adaptions to the school curriculum

All teachers are teachers of SEND. All teachers need to make adaptations to their learning for individual children. Teachers get the adaptation strategies they need from the child's individual learning profiles. This is in addition to High Quality Teaching strategies that teachers know how to use from their training. CPD includes High Quality Teaching strategies. This CPD is led by the Deputy Headteacher, who is responsible for Teaching and Learning.



## LINKS

The aim of the LINKS programme is to provide a personalised broad, balanced and relevant curriculum for all students at the school whatever their needs might be.

The programme offers all students an education that enables them to fully participate in all aspects of school life, whether that is in the classroom or in the wider school environment.

We offer a curriculum designed to support the learning styles and needs of students with Moderate and Specific Learning Difficulties. Students benefit from smaller class sizes between 8 to 16.

The students are taught for all LINKS lessons by a small team of specialist staff (subject specialists, SEND teachers and tutors and LINKS Mentors) who ensure that students receive an adapted and personalised curriculum to meet their need.

During Years 7-9, the curriculum builds on the learning experiences that students bring from primary school. Students attend classes in different subjects, and teachers typically teach specific subjects to students across the different Years.

The curriculum is set out in eight areas of Learning and Whole Curriculum Skills and Capabilities. Key Stage 3 LINKS students have opportunities to develop knowledge, understanding and skills in all areas of Learning. Teachers ensure that students are learning in the context of the key elements that underpin the curriculum objectives. These elements include personal health, ethical awareness and employability.

<b>Curriculum Aim</b>	The Links curriculum aims to empower young people to achieve their potential and to make informed decisions throughout their lives							
<b>Curriculum Objectives</b>	To develop the young person as an individual				To develop the young person as a contributor to society			
<i>FOR</i>								
<b>Learning for Life &amp; Work</b>	Personal Development	Home Economics	Local & Global Citizenship	Employability				
<i>Through</i>								
<b>Key Elements</b>	Personal understanding Mutual understanding Personal Health	Moral character	Spiritual awareness	Citizenship Cultural understanding	Media awareness Ethical awareness	Employability Economic awareness		
<i>Incorporating</i>								
<b>Cross Curricular Skills</b>	Communication		Using Mathematics		Using ICT			
	Managing Information	Working with others	Thinking, Problem Solving, Decision Making	Self Management	Being Creative			
<i>Across</i>								
<b>Areas of Learning</b>	The Arts	English	Humanities	Mathematics	Modern Languages	Science & Technology	Physical Education	Vocational & Lifeskills
<i>Promoting /Encouraging</i>								
<b>Learning Experience</b>	Investigation & problem solving	Links between curriculum areas	Relevant & enjoyable	Media-rich	Skills integrated	Active & hands on	Offer choice	
	Challenging & engaging	Supportive environment	Culturally diverse	Positive reinforcement	Varied to suit learning style	Ongoing reflection	Enquiry based	
<b>Attitudes &amp; Dispositions</b>	Personal responsibility	Concern for others	Commitment, determination, resourcefulness	Tolerance	Integrity	Self-belief		
	Curiosity	Community spirit	Flexibility	Openness to new ideas	Moral courage	Respect		

Students' experiences in Key Stage 3 should build on their learning from Key Stage 2 and prepare the foundations for subject choices at Key Stage 4.

The LINKS Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The learning opportunities provided should help young people to develop as individuals, be active contributors to society, to the economy and environment.

All learners in our LINKS programme have special educational needs (SEND) that require adapted learning activities. We create a meaningful learning environment that meets these students' diverse needs within the context of an inclusive curriculum.

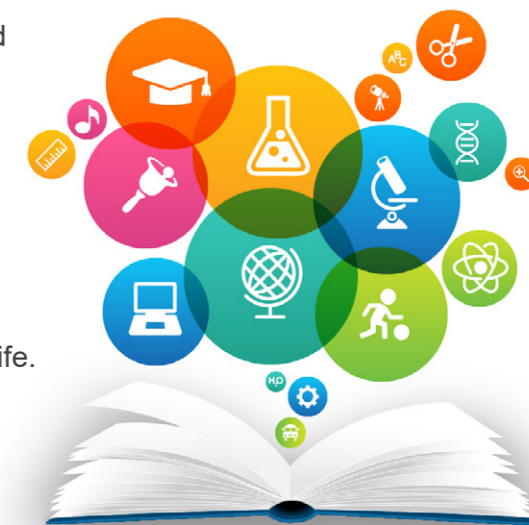
KS3 LINKS Curriculum		
KS3 Core LINKS Subjects:	KS3 Mainstream Subjects:	KS3 LINKS Additional Curriculum:
English	Art	Guided Reading
Maths	Drama	Forest Skills
Science	Technology	Vocational (Technology based i.e Textiles/Food/Art)
History	Music	Social Skills
Geography	PE	Lifeskills
Religious Studies	Electives	Functional IT
Personal Development		
MFL		
KS4 LINKS Curriculum		
KS4 Core LINKS Subjects:	KS3 Vocational Pathway	
English	AQA Entry Level Humanities	
Maths	Btech Home Cooking	
Science	Btech Art & Design	
	GCSE Short Course PE	
	AQA Entry Level Technology / Trade Skills	
	Btech Level 1 Foundation Studies	

## LINKS Vocational and Lifeskills Programme

Our Lifeskills courses (Forest School, Vocational Studies and Social Skills) are designed to develop learners' personal, transferable and employability skills through an engaging and challenging curriculum of activities, leading to a certificate of achievement.

Our programme aims to:

- Celebrate the diversity of our students.
- Develop skills for learning, skills for employment, skills for life.
- Encourage, engage and motivate learners.
- Make learning relevant and transferable.
- Promote active and experiential learning.



# Supporting social and emotional development

## The Pastoral Team



**Mr D Pepper** ([dpepper@tytheringtonschool.co.uk](mailto:dpepper@tytheringtonschool.co.uk)) is the Deputy Headteacher (Behaviour & Attendance) and is our Designated Safeguarding Lead and is in charge of the pastoral system, including attendance and behaviour, at Tytherington School.



**Miss C Linaker** ([clinaker@tytheringtonschool.co.uk](mailto:clinaker@tytheringtonschool.co.uk)) is the Senior Head of Year and Head of Year 11. She is in charge of Year 11's pastoral needs. This includes supporting their wellbeing and being a key part of their behaviour management.



**Mrs J Rockett** ([jrockett@tytheringtonschool.co.uk](mailto:jrockett@tytheringtonschool.co.uk)) is the Head of Year 10. She is in charge of Year 10's pastoral needs. This includes supporting their wellbeing and being a key part of their behaviour management.



**Mr J Cross** ([jcross@tytheringtonschool.co.uk](mailto:jcross@tytheringtonschool.co.uk)) is the Head of Year 9. He is in charge of Year 9's pastoral needs. This includes supporting their wellbeing and being a key part of their behaviour management.



**Mr A Henshall** ([ashenshall@tytheringtonschool.co.uk](mailto:ashenshall@tytheringtonschool.co.uk)) is the Head of Year 7 & 8. He is in charge of Year 7 & 8's pastoral needs. This includes supporting their wellbeing and being a key part of their behaviour management.



**Mrs P Shatwell** ([pshatwell@tytheringtonschool.co.uk](mailto:pshatwell@tytheringtonschool.co.uk)) is the Designated Safeguarding Lead. She works closely with families and students who require additional support.



**Mr M Anderson** ([manderson@tytheringtonschool.co.uk](mailto:manderson@tytheringtonschool.co.uk)) is the HUB Family Support worker. He works closely with families and students who are on the SEND register and require additional support.

The SEND team and the pastoral team work closely with each other. The AHT/SENDCo and Deputy Headteacher (Behaviour & Attendance) meet weekly to discuss pastoral and SEND concerns and about how we can support the child best. Pupils are also supported by their form tutor. In Years 7–11, children are split into 9 tutor groups that are assigned to their house (Elm, Ash & Oak).

The form tutor will be the daily contact for each child as they see them at the start and end of the day. They will be the first port of call for any wellbeing concerns. The form tutor can be contacted through the main office or by emailing: [info@tytheringtonschool.co.uk](mailto:info@tytheringtonschool.co.uk)

Children who are experiencing bullying or a safeguarding concern are encouraged to speak to any member of staff so action can be taken. Children with SEND have the additional option of speaking to their key adult.

For more information about our Anti-Bullying approach, you can read our Anti-bullying policy and for more information about our Safeguarding and Child Protection approach, you can read our Safeguarding and Child Protection policy. Both policies can be downloaded on our website:

[tytheringtonschool.co.uk/home/statutory-information/policies/](https://tytheringtonschool.co.uk/home/statutory-information/policies/) and are available on request from school reception.

## Level 2 Early Help (in school support)

Our early help offer includes access to our Wellbeing Mentor to support with children who are experiencing mental ill health and JDI counsellor to support children with more complex mental health needs.

During social times, our Bridges area is open for anyone who need to talk to someone about their worries or concerns.

At Tytherington we encourage an ethos of talking, listening and tolerance of others' feelings. Our extensive PD curriculum, tutor time and ongoing spotlight on mental health helps pupils to recognise when they might need help. Our tutor teams and Heads of Year also provide daily pastoral care.

## From the SEND team

Specific support from the SEND team includes:

- Pupil voice and regular check-ins with their key adult.
- The worry box located in the HUB at social times.
- Access to the HUB during social times for someone to talk to.

## Sharing information with staff

To ensure that teachers are aware of the individual needs of each child we use Edukey (an online platform for teachers). Every child on the SEND or monitoring register will have a Learning Profile. The Learning Profile will include the identified needs, strategies to support in the classroom, pupil voice (updated termly), ongoing interventions and a summary of exam access arrangements (from Year 9 onwards).

All teachers are expected to download the Learning Profile for each child they teach so they can use the strategies to support in the classroom section to inform their planning and teaching.

In September, during the teacher training day, the SENDCo will update the staff on specific learning needs for children, including any changes over the summer holidays. During this time, the SENDCo will remind staff on the key essentials for SEND.



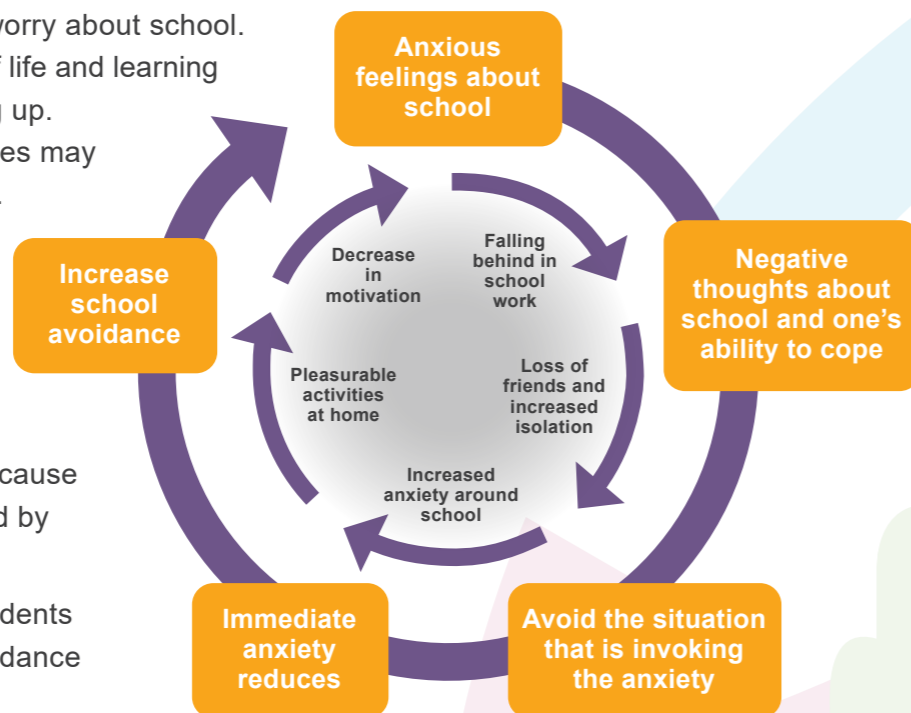
## Attendance Support Pathway

Many children and young people worry about school. This is normal. Anxieties are part of life and learning to deal with them is part of growing up. However sometimes a child's worries may lead to difficulties attending school.

If your child has high levels of anxiety and does not want to attend school, they may be experiencing Emotionally Based School Non-Attendance (EBSNA).

If a student's attendance begins to cause concern, students will be supported by their HOY in the first instance.

If non-attendance persists then students will be supported through the attendance support pathway.



Tytherington Attendance Support Pathway					
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>HOY to complete referral to Attendance Support Pathway.</li> <li>HUB Family Support worker to take oversight of monitoring student's attendance.</li> </ul>				
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>HUB FSW to complete pre-assessment of student (school/parent/student)                             <ol style="list-style-type: none"> <li>HOY – referral form</li> <li>Parent – online pre-meeting form</li> <li>Student – online pre-meeting form</li> </ol> </li> </ul>				
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>Initial Attendance Support Mtg 1 held with Head of Year / HUB FSW / Parents / Student other relevant professionals (every 6 weeks thereafter).</li> <li>Attendance Support Plan put in place: <i>including measures like a STT, reasonable adjustments, etc.</i></li> <li>Local Authority updated if STT put in place.</li> </ul>				
<b>Stage 4</b>	<table border="1"> <thead> <tr> <th>School Expectation:</th> <th>Parent / Carer Expectation:</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Regular check-ins with parents to be completed via email, text, or phone call.</li> <li>Regular contact with student to be completed via email, text or phone call (if student not attending school).</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Parents need to contact school following the normal absence procedure on the days a student is expected to be in school.</li> <li>Parents to contact the school absence line in the first instance unless there is a specific arrangement agreed in the Attendance meeting.</li> </ul> </td> </tr> </tbody> </table>	School Expectation:	Parent / Carer Expectation:	<ul style="list-style-type: none"> <li>Regular check-ins with parents to be completed via email, text, or phone call.</li> <li>Regular contact with student to be completed via email, text or phone call (if student not attending school).</li> </ul>	<ul style="list-style-type: none"> <li>Parents need to contact school following the normal absence procedure on the days a student is expected to be in school.</li> <li>Parents to contact the school absence line in the first instance unless there is a specific arrangement agreed in the Attendance meeting.</li> </ul>
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<b>Stage 5</b>	<ul style="list-style-type: none"> <li>If school have received limited or no contact with student or their families, this will trigger a wellbeing visit from the school's safeguarding / pastoral team.</li> </ul>				

## Engagement in extra-curricular activities

All children are encouraged to participate in the range of extra-curricular and enrichment activities we offer at Tytherington School. A list of our clubs and enrichment offer can be found on the school website.

For children who require specific support to participate in a club that they want to join, please speak with your child's Head of Year.

Our enrichment offer also includes house competitions that run throughout the year in school.



## Local Offer

Cheshire East has their own local offer detailing the information for parents / carers about the provisions and services that can be accessed.

You can access the Cheshire East Local Offer on the Livewell website Local Offer: [cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx](https://cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx)



## Complaints

This section should be read in conjunction with the academy's Complaints Policy, which is available on the academy's website: [tytheringtonschool.co.uk/home/statutory-information/policies/](https://tytheringtonschool.co.uk/home/statutory-information/policies/)

### Complaints relating to an EHCP

Complaints relating to the contents of an EHCP should be directed to the appropriate local authority. You can contact the SENDCo for support with this process.

For complaints about Tytherington not following parts of the EHCP, you should contact the SENDCo: ([sendhelpdesk@tytheringtonschool.co.uk](mailto:sendhelpdesk@tytheringtonschool.co.uk)) to discuss your concern and the nature of your complaint.



# Working with external agencies

When we require more information about how best to support a child at Tytherington, we may need to work with an external agent. The list of external agencies we currently work with are:

- CAMHS
- Community Paediatrics
- Alternative Provision: Fermain Academy
- Cheshire East- SEND Team
- CEAT-Cheshire East Autism Team
- Occupational Therapy
- Occupational Health
- Teachers of the Deaf (Local Authority)
- Teachers of the Visually Impaired (Local Authority)
- Speech, Language and Communications therapists (Local Authority)
- Cheshire East Educational Psychologists
- Virtual schools – LAC mentoring
- School Nursing Team
- Family Support Workers (Local Authority Social Services)
- JDI Counselling
- Medical Needs Education Teams
- Education Mental Health Practitioners (part of the CAMHS team)
- Access Arrangements Assessor
- SPOTSS - Sensory Processing Occupational Therapy Support Service
- YSS - Cheshire East Youth Support Service

Other external agencies may be used on a case-by-case basis.

For children with an EHCP, we will constantly work with external agencies to ensure that all outcomes are met within the context of the EHCP.

Consent will be gained before referrals for external agencies are made. Consent will be gained from the child for working with the external access arrangements assessor as they do not make recommendations and only complete screening tests. Access Arrangements Online requires consent from the child.

For serious safeguarding concerns, where gaining consent would cause the child more harm, we will not seek to gain consent for a referral to the appropriate local authority safeguarding team.

