

Special Educational Needs Policy and Information Report for Taverham High School 2024-2025

Welcome to our special educational needs (SEN) Information Report which sets out our offer for learners with special educational needs and disabilities (SEND).

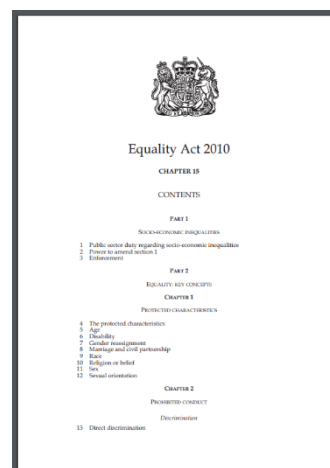
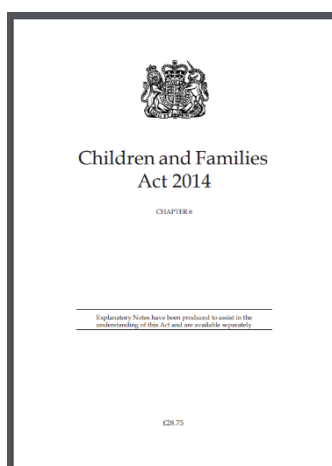
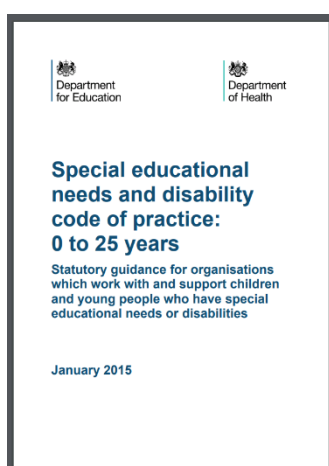
Taverham High School, part of the Enrich Learning Trust, is an inclusive mainstream secondary school with a sixth form. We have around 1246 learners in total, 178 of whom are identified as having SEN that requires provision additional to and different from the support available to all students.

At Taverham High School (THS) we use our best efforts to meet the needs of all learners, including those with a special educational need or disability, valuing all learners as individuals with their own strengths and difficulties. We focus on barriers to learning rather than known diagnoses to inform support for learners. This document sets out how we do this within the guidelines of the Special Education Needs and Disability (SEND) Code of Practice and will be updated annually.

At THS we are committed to working together with all members of our school community. Parents, students and staff are invited to provide feedback about this document to Mrs Dixon our SEN co-ordinator ([SENCO](#)) to further revise and refine its contents.

Legislation and Guidance

Our SEN Policy and Information Report is written with regard to the Special Educational Needs and Disability Code of Practice 2015, the Children & Families Act 2014 and Equality Act 2010



Our SEN Policy and Information Report forms part of the Norfolk Local Offer and our approach reflects the Flourish ambition. You can find out more about the 'SEND Local Offer' for Norfolk and the Flourish ambition on the Norfolk County Council website using these links:



Key Contacts for SEND at Taverham High School

SENCO: Mrs R Dixon (B.Ed hons, NASENCO, CPT3A, NPQSL)

Assistant SENCO: Mrs J Gray

Assistant headteacher: Ms J Webb, Mr J Day, Mr D Hyett, Mrs T Gardiner

Deputy headteacher: Miss R Ricketts,

Head teacher: Mr G Yassin

SEND Link Governor: Mr R Sage

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Definitions

Students with special educational needs or disabilities (SEND)

“A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision different from or additional to that normally available to pupils of the same age.”
(Special educational needs and disability (SEND Code of Practice, 2014)

Students with a disability

“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’. There is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.” (SEND Code of Practice, 2014)

How does Taverham High School identify and meet the SEND needs of learners?

Many learners experience difficulties at some point in their school life. This can be for many reasons and with additional support from their teachers and other staff they are able to overcome this.

Teachers regularly assess and track learners' progress throughout the school year to identify those who may be having difficulty. Progress rate can reveal difficulties where it:

- is significantly slower than that of their peers (starting from the same baseline),
- fails to match their own previous rate of progress, or
- widens the attainment gap when compared to their same age peers.

Progress concerns and low attainment will not automatically mean a pupil has a SEN but will usually indicate a need for some extra help. Learners can experience setbacks for many reasons; teachers will work with the learner and their parents to decide what help is needed.

For some learners, despite the extra help offered and adjustments made, difficulties may worsen or continue over a longer period. Every learner is unique, and further assessment by the teacher or SEN team will help to consider if they have a learning need or difficulty that requires special educational provision. These learners may agree to be identified as having SEN.

We follow the recommended Graduated Response approach described in the SEND Code of Practice as the assess, plan, do and review process.

'Assess'

Teachers will work with and support the SEN team to carry out a clear analysis of the learner's needs and progress. We work with learners and parents to identify if they have a special educational need with or without a diagnosis, specifically what their barriers to learning are and if they need SEN provision. Assessment data is used to review progress and impact of intervention:

- Ongoing teacher assessment and observations.
- Progress, attainment and behaviour data is tracked termly with comparisons drawn against national data for end of KS4 and KS5 to identify trends and provision needs.
- Standardised individual assessments as relevant: reading, writing, spelling, numeracy, language, and cognitive processing skills
- Evidence based assessment tools: communication, interaction and emotional literacy skills
- The views and observations of the parents.
- The learner's views and experience.
- Advice from external support services, if relevant. (Information will be shared in line with GDPR guidelines)

'Plan'

When a student is identified as having SEN, we will work with parents/carers to choose provision that is intended to best overcome the barrier to their learning. SEN Provision is 'additional to or different from' the normal differentiated curriculum.

Our school provides additional and/or different provision for a range of special educational needs that are detailed in the SEND Code of Practice as falling into four broad areas of SEND. Most learners with SEN will have complex needs, i.e. needs in more than one category, but the dominant / primary area of need is reported for the purpose of this document.

Communication & Interaction	Diagnosed Autism	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical
7.3%	10.1%	46.1%	30.3%	6.2%

Diagnoses and barriers to learning we support include, but is not exclusive to:

Communication & Interaction needs	Cognition & Learning needs	Social, Emotional and Mental Health needs	Sensory and/or Physical needs
Autism Spectrum Condition (ASC) Speech difficulties Language development delay Language disorder Interaction difficulties	Mild to moderate Learning difficulties (MLD) Global or Generalised Learning Delay Specific Learning Difficulty (SpLD): dyslexia, dyscalculia	Emotional regulation difficulties Emotional development interruption Attachment disorder ADHD / ADD Anxiety disorder Mental health needs	Visual impairment Hearing impairment Physical disability Developmental Coordination Disorder (DCD): dyspraxia Visual-spatial integration Sensory processing disorder

‘Do’

A range of provision is available to meet learners’ individual needs.

Learners’ SEND and provision are detailed in a SEN Support Plan (SSP). SSPs detail the individual’s:

- strengths and difficulties
- barriers to learning
- targets set to support accelerated progress
- SEN provision selected to support targets. This includes:
 - strategies, adaptations and adjustments in the classroom (including delivery of instructions, explanations, transition support, expectations and how understanding is checked),
 - intervention programs: individual or small group,
 - additional adult support in class,
 - timetable or curriculum adjustments,
 - specialist resources including technology,
 - external professional engagement.

For a small proportion of students some support in the classroom or temporary alternative arrangements for curriculum delivery may be needed through small group teaching or external alternative provision. A detailed menu of provision is shown on our provision map in Appendix I.

SSPs are shared with all staff in school to inform lesson planning and how adults should approach and respond to learners.

Adaptations to the school’s physical environment are identified as detailed in the [Accessibility Plan](#)

‘Review’

Learners’ needs and provision are reviewed continuously and SSPs revised accordingly when changes are identified. SSPs are routinely reviewed termly. This process is collaborative with views and feedback invited from the learner and their parents/carers at each review. Assessment information and data, and feedback from teaching and SEN staff is also used in the review to evaluate how effective the provision has been, what impact it has had and what further support is needed. The review process is under development with the aim of encouraging increased engagement from families and involvement of more staff to the process.

Staff Training and Continuing Professional Development

All teaching staff hold Qualified Teacher Status and are contracted to participate in continuing professional development delivered in school as determined through the school priorities for development. SEN Team staff receive training internally and through external sources specific to the delivery of high quality classroom support (supporting teaching and learning) and intervention programmes. Recent years' CPD delivered internally has focused on the language of SEND and the four areas of SEND.

2023-2024 CPD focused on effective deployment of LSA support, a structured response to reading difficulties and subject specific classroom adjustments.

2024-2025 CPD focus is on speaking and listening (oracy) skills, writing skills with continued work to embed supporting reading difficulties.

External Agency and Professional support

For some students it may be necessary to engage support from specialist external agencies and professionals. The services of other professionals is sought to carry out specialist assessment and gain advice about the individual's barriers to learning and recommendations for effective provision. At Taverham High School we are keen to engage with all external agencies and professionals working with our learners in a collaborative effort to meet their needs.

THS has access to support from a range of external agencies including but not exclusive to: Educational Psychology Service, TITAN Road Safety, Access Through Technology Service, Virtual Schools for Sensory Support, Looked After Children and SEND, The Dyslexia Outreach Service, NHS (Speech & Language Therapy service), and the Medical Needs Service.

Access to health professionals (community paediatrician) for assessment and/or diagnosis is currently achieved through a referral via the family's GP. Some referrals may need supporting information from the school SENCO.

The Norfolk Dyslexia Outreach Service

All Norfolk Secondary schools have access to commission specialist support for dyslexic students from the Norfolk Dyslexia Outreach Service (DOS). The service aims to ensure that all students with dyslexia can attend their local school safe in the knowledge that their needs will be addressed wherever they go. Support can involve monitoring and assessment of need, teaching and monitoring of progress and advice and guidance for our staff.

Education, Health and Care Plans

A small proportion of learners (3.1%) will have significant learning needs that may in time require provision that is not readily available in our mainstream school setting. For these learners an application can be made for Norfolk County Council to carry out an education, health and care (EHC) needs assessment.

The EHC needs assessment is a multi-professional assessment coordinated by Norfolk County Council. An EHCP (EHC plan) coordinator is appointed to oversee the assessment and support parents through the process. Once the assessment is complete, an education, health and care needs plan (EHCP) may be issued to clearly set out the learner's needs, barriers to learning and provision required to meet those needs. The draft plan is usually agreed by parents in a collaborative meeting with the EHCP Coordinator and the school SENCO.

Learners with an EHCP will also have their needs and provision identified in an adapted SSP. This is shared with all staff to ensure a shared understanding across the school of the learner's needs and provision as set out in the EHCP. The SSP will be reviewed regularly in the same way as for learners at SEN Support.

An annual review of the EHCP is also carried out to ensure the plan remains an accurate reflection of the learner's needs and required provision. Teachers are asked to provide feedback and assessment information to inform the annual reviews of EHCPs.

If despite the school's best endeavours and the EHCP, the needs of the learner are no longer being met, consideration must be given to making a request for a different setting or a full reassessment of needs. An interim review is held to facilitate collaboration or school, learner, parents and the local authority to consider the best next steps to support the learner.

Exam Access Arrangements

Some of our students will meet the criteria for access arrangements when undertaking public examinations. These students will normally be identified from the level of support they require with their learning, reading or writing as part of everyday practice (their normal way of working). Such students will be formally assessed by our qualified Exam Access Arrangements assessor using the exam board approved assessments to determine their entitlement. This normally takes place no earlier than the summer term when students are in Year 9. This is to conform with exam board timescales and ensure that appropriate arrangements are put in place for exams and controlled assessments that are held during Key Stage 4.

Transition Arrangements for transfer to and from Taverham High School

The SENCO and SEN colleagues liaise with SENCOs from primary and junior schools to obtain an overview of and where possible, a detailed report on the barriers to learning and needs of individual SEN students that are due to transfer into year 7 the following September.

Information gathered from the primary and junior settings will also be used to:

- produce SEN Support Plans.
- inform teachers' planning in September
- decide if additional visits or arrangements are needed to facilitate a smoother transition.

For those students who have a statement/EHCP:

- The local authority will write to the school to ask if the school can meet the learner's needs.
- The SENCO or assistant SENCO will usually aim to attend the Annual Statement/EHCP Review held during Year 6.

Ordinarily to support transition, all students will spend a day at THS during the summer term familiarising themselves with the school. Some students that have SEN may request additional visits as part of this process.

For students transferring mid-year, the school will:

- Request SEN records and information from the previous setting.
- Consider bespoke transition arrangements as advised by the previous setting.
- Where possible, meet with the learner and family prior to the start date to discuss needs and provision.

When a student with SEN transfers to another school or to Sixth Form/College the SENCO will ensure that SEN records are passed on to the receiving institution on request and further or more detailed information is provided as requested.

Students transferring to post 16 settings and university are offered guidance and support from our independent advice and guidance officer, Mrs A Warwick. A_warwick@taverhamhigh.org

SEN Profile for 2024-2025

The following information is correct at time of publishing.

Our number on role is 1246.

Our current SEN profile shows that 178 (14.3%) of our learners are identified as having SEN, 139 (11.2%) at SEN Support and 39(3.1) have an EHCP. (Correct at date of publication)

Further details of our current cohort of learners with SEN can be found in Appendix II.

Funding for SEND

THS receives funding directly to the school from the Education Funding Agency as part of the General Annual Grant to support the delivery of SEND provision described. Further funding is allocated on the basis of learners with an EHCP and high level SEN Support needs. This supports delivery of the HUB model and exceptional provision such as targeted adult support, bespoke curriculum arrangements and alternative provision placements. The amount of funding allocated to all schools is shown on Norfolk's [BudgetShare Tracker](#)

In 2024-2025 the SEN allocation of notional funding to meet all SEN needs is £337,118. Additional 'Element 3' funding is allocated through the year to support learners with an EHCP or exceptionally high needs. The total current SEN funding for 2024-2025 is £400,192.

Other opportunities for learning

All students have the same opportunity to access extra-curricular activities, the nature and format continuously assessed for risk in line with current Covid-19 and health and safety guidelines. All pupils are encouraged to participate in trips, special events and to apply for roles of responsibility within the school such as ELFs (Everyone's listening friend) and prefects. We operate a zero tolerance approach to bullying. No student is excluded from these opportunities because of their SEN or disability and we are committed to making reasonable adjustments to ensure participation for all in activities, trips and visits. Please contact our Events Coordinator, James Day to discuss any specific requirements. jr.day@taverhamhigh.org

Complaints

Complaints about SEN provision in our school should be made to the SENCO in the first instance. In the case of an unsatisfactory conclusion, complainants will then be referred to the school's [complaints policy](#).

School Policies

This SEN Information Report is intended to be referred to alongside other relevant school policies such as for: Accessibility, Safeguarding, Behaviour, Medical Needs and Admissions; and can be found on the school website: <https://www.taverhamhigh.norfolk.sch.uk/home/about/school-policies/>

Other useful links

Norfolk County Council
Department for Education

Norfolk Family Voice

Norfolk's SEND Independent Advice and Support Service

www.norfolk.gov.uk/SEN

www.dfe.gov.uk

www.familyvoice.org.uk

www.norfolksendiass.org.uk

Have your say

This SEN information report sets out our annual offer to students with SEN, but to be effective it needs to take account of the views of parent/carers, students, governors and staff. So please engage with our SEN Café or contact us at sen@taverhamhigh.org to share your views about our provision for students with special educational needs and disabilities.

APPENDIX I SEN PROVISION MAP (Support and Intervention Available by Area of Need)

	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
C&L: Cognition & Learning	Small group English & maths teaching (HUB) Working memory Precision teaching Rapid Plus Reading Alpha to Omega Study skills instruction Revision/study support	Small group English teaching (HUB) Working memory Precision teaching Rapid Plus Reading Alpha to Omega Study skills instruction Revision/study support	Working memory Precision teaching Rapid Plus Reading Alpha to Omega Study skills instruction Revision/study support	Alternative curriculum (HUB) Alpha to Omega Study skills instruction Revision/study support	Alternative curriculum (HUB) Alpha to Omega Study skills instruction Revision/study support	Revision/study support As advised by specialist professionals
C&I: Communication & Interaction	Social Stories Talkabout Speech & Language Therapy LEGO Therapy Zones of Regulation Sensory Circuits ASD PSHE Program (Fiona Spear's)	Social Stories Talkabout Speech & Language Therapy LEGO Therapy Zones of Regulation Sensory Circuits ASD PSHE Program (Fiona Spear's)	Social Stories Talkabout for Teenagers Speech & Language Therapy Sensory Circuits ASD PSHE Program (Fiona Spear's) Totika	Social Stories Talkabout for Teenagers Speech & Language Therapy ASD PSHE Program (Fiona Spear's) Totika	Social Stories Talkabout for Teenagers Speech & Language Therapy ASD PSHE Program (Fiona Spear's) Totika	As advised by specialist professionals
SEMH: Social, Emotional & Mental Health	Gateway (meet & greet) Nurture 'soft start' Small group (HUB) Nurture Mentoring Talking & Drawing Wellbeing Toolbox THRIVE Approach	Gateway (meet & greet) Nurture 'soft start' Small group (HUB) Nurture Mentoring Talking & Drawing Wellbeing Toolbox THRIVE Approach	Gateway (meet & greet) Nurture 'soft start' Small group (HUB) Nurture Mentoring Talking & Drawing Wellbeing Toolbox THRIVE Approach	Gateway (meet & greet) Nurture 'soft start' Mentoring Talking & Drawing THRIVE Approach	Gateway (meet & greet) Nurture 'soft start' Mentoring Talking & Drawing THRIVE Approach	Gateway (meet & greet) Nurture 'soft start' Mentoring As advised by specialist professionals
PSD: Physical & Sensory Difference	Assistive Technology Adaptive equipment Typing skills Handwriting: Speed UP Physiotherapy Occupational Therapy	Assistive Technology Adaptive equipment Typing skills Handwriting: Speed UP Physiotherapy Occupational Therapy	Assistive Technology Adaptive equipment Typing skills Handwriting: Speed UP Physiotherapy Occupational Therapy	Assistive Technology Adaptive equipment Typing skills Handwriting: Speed UP Physiotherapy Occupational Therapy	Assistive Technology Adaptive equipment Typing skills Handwriting: Speed UP Physiotherapy Occupational Therapy	As advised by specialist professionals
All SEN	TITAN LSA Support Student Support (pastoral)	TITAN LSA Support Student Support (pastoral)	TITAN LSA Support Student Support (pastoral)	TITAN LSA Support Student Support (pastoral)	TITAN LSA Support Student Support (pastoral)	TITAN LSA Support Student Support (pastoral)

APPENDIX II SEN PROFILE SEPTEMBER 2024-25

TAVERHAM HIGH SCHOOL: 926/4084

	Number	Taverham High %	National % Secondary	National % Total	
Total pupils	1246				Autumn 2024
	1252				Spring 2024
	1245				Summer 2024
Total pupils with identified SEN	178	14.3	14.8	18.4	
	179	14.4			
	176	14.1			
Total pupils at SEN Support (K)	139	11.2	12.9	13.6	
	146	11.7			
	139	11.2			
Total pupils at Education Health and Care Plan (E)	39	3.1	2.7	4.8	
	34	2.7			
	39	3.1			

Autumn 2024	C&L*	C&I*	C&I* Autism	SEMH*	PSD*	Number	EHCP	Male	PP	EAL	CiC
Year 7	13	1	2	12	2	30	8	20	11	0	1
Year 8	17	3	2	18	3	43	11	32	11	2	0
Year 9	18	1	3	11	3	36	6	19	7	0	0
Year 10	14	4	9	5	1	33	10	24	10	2	1
Year 11	19	3	1	4	0	27	2	17	8	0	1
Year 12	1	1	0	2	2	6	0	5	NA	0	0
Year 13	0	0	1	2	0	3	2	1	NA	0	0
	82	13	18	54	11	178	39	118	47	4	3
% of SEN cohort	46.07	7.3	10.1	30.33	6.18	100	22	66	26	2	2

*PRIMARY AREA OF NEED IS ILLUSTRATED HOWEVER MANY LEARNERS HAVE COMPLEX NEEDS SPANNING MORE THAN ONE AREA:

C&L: Cognition & Learning, C&I: Communication & Interaction, SEMH: Social, Emotional & Mental Health, PSD: Physical & Sensory Difference