



# Three Towers

An Alternative Provision Academy

*Expanding Horizons*

## SEND Information Report 2024 -2025

Reviewed: Annually in September

## How does the school know if learners need extra help?

All learners referred to Three Towers (TTAPA) have additional needs. To fully identify these needs, all learners are assessed on entry and a pen portrait is created. A range of wider evidence is collected through liaison with previous schools, parents/carers and other agencies/professionals.

If this suggests that your child is not making the expected progress, we will use a personalised learning programme which may involve additional and/or different provision along with any further assessment as deemed necessary.

## Who are the best people in the school to talk to about my child's special educational needs, disability or difficulties with learning (additional needs) or if I am concerned about my child's progress?

The first step is to speak to your child's Head of House. If your concerns continue, you may wish to speak to either our Assistant SENDCos (special educational needs coordinator) or SENDCo.

SENDCo	Mrs C Arstall
Assistant SENDCo	Mrs K Crompton
Head of House – Primary	Mrs C Higgins
Heads of House - Secondary	Ms S Box
	Mrs G Murphy
	Mrs A Scott
	Mrs V Scott
Designated Teacher for CLA	Mrs A Roberts

## How will school staff support my child?

All learners are supported in their day-to-day activities by the pastoral team who will oversee their learning package and timetable. Depending on the intervention required, at times your child may be working in a one-to-one setting aimed at supporting literacy and/or numeracy and/or social skills. Some learners may require further assessment from specialist agencies. Throughout the day, there are opportunities for learners to develop communication and social skills.

## How will the curriculum be matched to my child's needs?

All of our staff are teachers of children with special educational needs and plan to include everyone in their lesson so work is provided at the appropriate levels for children to access their learning and make good progress. All key staff have access to information about your child, their needs and how best to support them and this information is incorporated into personalised lesson planning.

When appropriate, additional specialist advice may be sought e.g. Educational Psychology (EP) or Speech and Language (SaLT) and any recommendations will be incorporated into personalised learner passports.

## How will both you and I know how my child/ young person is doing and how will you help me to support my child's/young person's learning?

If staff are concerned about your child's progress, they may call you to discuss this and consider more ways to support the child. You will also have the opportunity to discuss your

child's progress during parent/carer review meetings and through regular contact with your child's teachers, form tutor and/or Head of House.

If it is felt that additional support will be required for the longer term, we may decide to initiate a statutory assessment.

At all points in this process parent/carer views will be sought and incorporated into the plan. If your child has an Education, Health and Care Plan (EHCP), an annual review will be held in accordance with the guidance in the Special Educational Needs and Disabilities Code of Practice.

### **How does the school ensure that teaching staff are appropriately trained to support my child's additional needs?**

All staff undertake regular training or CPD (continuing professional development) delivered either in-house or by external providers. Our SENDCo and Assistant SENDCo are qualified teachers who also have a national qualification in special educational needs.

All staff have undertaken training on the SEND Code of Practice 2014, as well as specific training on literacy including dyslexia friendly schools; numeracy; ADHD; ASD, SpLD, communication/oracy and trauma informed practice. Regular training is given to appropriate staff on intervention programmes such as Maths Recovery and SoundsWrite.

### **What specialist services and expertise are available at or accessed by the school?**

Your child will receive the highest quality teaching from their class/subject teacher but support may be given in the following areas:

- Counselling;
- Literacy and numeracy interventions;
- Personal Development and Resilience;
- Personal, Social and Health Education (PSHE);
- Thrive lessons and where necessary thrive interventions;
- Trauma Informed Practice;
- Therapeutic interventions including Drawing & Talking and Lego therapy.

We may also liaise with other professionals and specialist services:

- Careers, further education and training advice (CEIAG);
- Child and Adolescent Mental Health (CAMHS);
- Educational Psychology (EPS);
- Ethnic Minority Achievement Service (EMAS);
- School nurse;
- Sensory support service;
- Speech and Language (SALT);
- Social Care;
- Targeted Education Support Services (TESS).

### **How will you support my child to reach his/her learning goals?**

We follow the SEND Code of Practice 2014 by using the **Assess, Plan, Do, Review** cycle. We will:

- **Assess** your child's needs on entry and then termly thereafter;
- **Plan** the most effective and appropriate interventions then use this plan to create a personalised learning programme;
- **Do** the intervention;
- **Review** the impact on your child's progress towards their learning outcomes and review their learning programme, altering as necessary.

### What is an EHC Plan and who can request one for my child?

The SEND Code of Practice 2014 states that:

*“The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.”*

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child/ young person;
- provide a full description of the child/young person's special educational needs plus any health and social care needs;
- establish outcomes across education, health and social care based on the needs and aspirations of the child/young person;
- specify the provision required and how education, health and care services will work together to meet the child/young person's needs and support the achievement of the agreed outcome.

You, your child (if aged 16 years and over) and/or the school, usually the SENDCo can request that the Local Authority (LA) undertake an assessment of your child's needs which may lead to an EHC plan.

### How are the setting/school resources allocated and matched to learner's special educational needs?

On entry into the school, learners are required to complete a number of assessments which show their individual needs and support is allocated as necessary. We then monitor progress over time, this may include, amongst others:

- attendance;
- 360 profile tool;
- Thrive profile;
- Internal assessments;
- progress towards personal targets;
- termly data tracking;
- reports from specialists e.g. Educational Psychology/Speech and Language.

### What support will there be for my child's happiness and wellbeing at school?

The happiness and wellbeing of all learners is an integral part of our ethos. Every learner has access to key people/trusted adults who they can speak to about any issues, both in

and out of school. Additionally, all staff are here to support your child to ensure they have a happy and productive time

There is also an onsite counsellor who works with learners when needed.

Any safeguarding concerns regarding learners are referred to the appropriate designated safeguarding lead (DSL) and safeguarding procedures are followed. The Safeguarding and Child Protection Policy is available on the school website.

### **How will the school prepare and support my child to join the next stage of education and life including reintegration into a mainstream school?**

We understand that transitions at any stage can be difficult and stressful, so individual support packages are put into place.

As part of the reintegration back into mainstream, the Head of House will arrange a review meeting to plan a reintegration package which may include an initial 'Big Picture meeting', phased reintegration and support from Three Tower's staff.

Transition into further education is coordinated by the pastoral team and our careers advisor. Taster sessions, careers interviews, mock interviews, college interviews and open days are an integral part of the Y11 calendar, as well as our annual Careers Fayre.

### **Who can we contact for further information?**

Your first point of contact if you want to discuss your child is their Head of House.

If your concern is subject specific, you should liaise with the class/subject teacher.

If your concern is regarding your child's additional needs, you should contact one of our Assistant SENDCos or SENDCo.

If you have further concerns you may contact a member of the school leadership team.

### **Where can I find additional information?**

Further information may be found in the document 'Special Educational Needs, A guide for Parents.' This can be accessed through the Wigan Council website on the following link:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Similar information will be available on other council websites if you are not a Wigan resident.

#### **UNICEF - UNCRC**

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	24 (Health & Health services)
3 (Best interests of the child)	28 (Right to education)
5 (Parental guidance & a Child's evolving capacities)	29 (Goals of education)
12 (Respect the views of the Child)	31 (Leisure, play and culture)
23 (Children with a disability)	