



Three Towers

An Alternative Provision Academy

Expanding Horizons

SEND Policy

Adopted: September 2024

Review: September 2025

1 Aims

All learners who attend Three Towers (TTAPA) have additional needs. This policy sets out our work to:

- ensure our school fully implements national legislation and guidance regarding our learners with SEND;
- support and provide for our learners with special educational needs and disabilities and help our SEND learners to:
 - fulfil their aspirations and achieve their best;
 - become confident individuals living fulfilling lives;
 - make successful transitions, including into adulthood
- communicate with, and involve our SEND learners and their parents/carers and involve them in discussions and decisions about support and provision for the learner;
- explain the roles and responsibilities of everyone involved in providing for learners with SEND;
- make sure the SEND policy is understood and implemented consistently by all staff.

2 Ethos & Culture

TTAPA is committed to making sure all our learners have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of learners, no matter how varied. We will provide all learners with access to a broad and balanced curriculum

Together with the Rowan Learning Trust (RLT) we are committed to providing a first-class education which meets the needs of individual learners and prepares them for life beyond school by removing barriers to participation and achievement.

2.1 Our vision is to be a safe, caring, happy and nurturing community where:

- everyone can learn through supportive interaction, experience and success;
- emphasis is placed upon personal development, learning and fulfilling the potential that exists in each one of us;
- each learner is supported holistically;
- each learner receive provision that is tailored to meet their individual academic and social-emotional needs, giving them the skills they need to improve their life chances;
- learners take responsibility for their lives, their learning and their decisions;
- working in partnership with stakeholders is a high priority;
- the concerns of parents/carers are listened to and acted upon where possible so that the needs of their children are effectively met.

2.2 Our aim is for each and every member of our community to gain an understanding of their inherent value and the value of others and to enable them to go on to become independent people ready and able to meet the challenges of the 21st Century.

By putting the interests of the learners at the core of all that we do we aim to:

- foster high expectations, aspirations and a 'can do' approach in all members of our community;

- provide a nurturing, restorative and structured learning environment where everyone can feel safe, secure, and valued;
- develop all learners academic potential and emotional literacy by meeting their individual needs;
- identify and change aspects of behaviour that are contributory to difficulties experienced in school;
- support learners to make good progress in all aspects of learning enabling them to move on in their learning journey either returning to mainstream school; transferring to specialist provision or accessing post-16 opportunities and the world of work;
- provide opportunities for learners to gain appropriate qualifications for future pathways;
- support mainstream schools in the development and delivery of effective strategies to support positive behaviour;
- develop learners resilience, integrity, self-esteem, self-confidence and citizenship in a climate of mutual respect and tolerance;
- provide learning opportunities that are fun where we are able to laugh and enjoy each other's sense of humour.

2.3 Our values

We value each other as unique members of our school community. We show this through:

- Creativity – being curious about the world and developing independent thinking skills;
- Integrity – being truthful, reliable, trustworthy, and sincere;
- Kindness – to ourselves and each other;
- Leadership - leading by example and modelling the behaviours we wish to see in others;
- Resilience – many things in life are not easy but we do not give up or give in;
- Respect – for ourselves, for each other, our family & friends, our community and the environment;
- Responsibility – taking responsibility for our own learning, our behaviour and our future;
- Tolerance – learning to accept others often allows us to become accepted in return.

3 Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with SEND;
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the special educational needs (SEN) information report;
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for learners with disabilities;
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and

victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it;

- The [Governance Handbook](#), which sets out governors' and trustees' responsibilities for learners with SEND;
- The [School Admissions Code](#), which sets out the school's obligation to admit all learners whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

4 Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that learners with SEND are included in all aspects of school life.

5 Definitions

5.1 Special educational needs (SEN)

A learner has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a **learning difficulty or disability** if they have:

- a significantly greater difficulty in learning than most others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Learners are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 Areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time. *See Appendix 1*

The 4 areas are:

- Communication and Interaction (C&I);
- Cognition and Learning (C&L);

- Social, Emotional and Mental Health (SEMH);
- Sensory and/or Physical (S/P).

6 Roles and responsibilities

6.1 Local Governing Committee (LGC) is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- co-operate with the LA in reviewing the provision that is available locally and developing the local offer;
- do all it can to make sure that every learner with SEND gets the support they need;
- ensure that learners with SEND engage in the activities of the school alongside learners who do not have SEND;
- inform parents/carers when the school is making special educational provision for their child;
- ensure that the school has arrangements in place to support any learners with medical conditions;
- provide access to a broad and balanced curriculum;
- have a clear approach to identifying and responding to SEND;
- provide an annual report for parents/carers on their child's progress;
- record accurately and keep up to date the provision made for learners with SEND;
- publish information on the school website about how the school is implementing its SEND policy in a SEN information report;
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans;
- ensure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out;
- determine their approach to using their resources to support the progress of learners with SEND;
- ensure that all learners from Y7 until Y11 are provided with independent careers advice.

6.2 The SEND link governor will:

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this;
- work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

6.3 The headteacher will:

- have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress;
- ensure that the SENDCo has enough time to carry out their duties;
- with the SENDCo to

- regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
 - have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual learners;
 - have an overview of the needs of the current cohort of learners on the SEND register;
 - advise the LA when a learner needs an EHC needs assessment, or when an EHC plan needs an early review;
 - monitor and identify any staff who have specific training needs regarding SEN, incorporating this into the school's plan for continuous professional development;
- with the SENDCo and
- SEND link governor to determine the strategic development of the SEND policy and provision within the school;
 - school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
 - teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.4 The SENDCo will:

- inform any parents/carers that their child may have SEN and then liaise with them about the learner's needs and any provision made
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans;
- provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that learners with SEN receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual learners;
- advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively;
- make sure the school keeps its records of all learners with SEND up to date and accurate;
- be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided;
- liaise with potential next providers of education to make sure that the learner and their parents/carers are informed about options and that a smooth transition is planned;
- when a learner moves to a different school or institution: Make sure that all relevant information about a learner's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner;

- work with the headteacher:
 - and SEN governor to determine the strategic development of the SEND policy and provision in the school;
 - and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
 - teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching;
 - to monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
 - to regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- prepare and review information for inclusion in the school's SEN information report and any updates to this policy.

6.5 Teaching Staff are responsible for:

- planning and providing high-quality teaching that is adapted to meet learner needs through a graduated approach;
- the progress and development of every learner in the class;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;
- working with the SENDCo to review each learner's progress and development, and decide on any changes to provision
- ensuring they follow this SEND policy and the SEND information report;
- communicating with parents/carers regularly to:
 - set clear outcomes and review progress towards them;
 - discuss the activities and support that will help achieve the set outcomes;
 - identify the responsibilities of the parent/carer, the learner and the school;
 - listen to the parents'/carers' concerns and agree their aspirations for the learner.

6.6 Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents/carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about their child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to termly meetings to review the provision that is in place for their child;
- asked to provide information about the impact of SEN support outside school and any changes in their child's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for their child;
- given regular reports on their child's progress.

The school will take into account the views of the parent/carer in any decisions made about the learner.

6.7 Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be asked to participate in discussions and decisions about this support. This might involve the learner:

- explaining what their strengths and difficulties are;
- contributing to setting targets or outcomes;
- attending review meetings;
- giving feedback on the effectiveness of interventions.

The learner's views will be taken into account in making decisions that affect them, whenever possible.

7 SEND information report

TTAPA publishes a SEND information report on our website which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8 Our approach to SEND support

8.1 Identifying learners with SEND and assessing their needs

All learners referred to TTAPA have additional needs. We will assess each learner's current skills and levels of attainment when they start at the school. This will build on information from previous schools and for dual-registered learners, their mainstream school.

We will also consider any evidence that the learner may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all learners and identify any whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- is significantly lower than expected from their baseline;
- fails to close the attainment gap between them and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

All learners have a personalised scheme of learning to address any gaps or needs identified during the robust assessments completed during the admission process. Where we identify an area where a learner is making slow progress, we will target the learner's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the learner's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as poor attendance, the additional needs identified during the referral and admissions process and/or SEMH needs. Staff will also take particular care in identifying and assessing SEN for learners whose first language is not English.

When deciding whether the learner needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents/carers. We will use this to determine the support that is needed and whether we can provide it through our personalised offer, or whether something different or additional is needed.

If a learner is joining the school, and:

- their previous setting has already identified that they have SEN
- they are known to external agencies

then TTAPA will work in a multi-agency way to make sure we get relevant information before the learner starts at school so support can be put in place as early as possible.

8.2 Consulting and involving learners and parents

TTAPA will put the learner and their parents/carers at the heart of all decisions made about special educational provision. When we are aiming to identify whether a learner needs special education provision, we will have an early discussion with the learner and their parents/carers. These conversations will make sure that:

- everyone develops a good understanding of the learner's areas of strength and difficulty;
- we take into account any concerns the parents/carers have;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the learner's record and given to their parents/carers.

We will formally notify parents if it is decided that a learner will receive special educational provision.

8.3 The graduated approach to SEN support

Once a learner has been identified as having SEN, we will take action to remove any barriers to learning and put effective targeted provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

Staff, including the SENDCo, will carry out a clear analysis of the learner's needs. The views of the learner and their parents/carers will be taken into account. We may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the learner's need. For many learners, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the learner, staff and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the learner will be made aware of the learner's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the Provision Map for that learner. In the case of dual-registered learners, it will be shared with their mainstream school. For secondary learners who attend vocational placements, it will also be shared with those staff

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

Staff who teach the learner retain overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the learner. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support staff in further assessing the learner's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- the views of the parents/carers and learners;
- the level of progress the learner has made towards their outcomes;
- the views of teaching staff who work with the learner.

The teacher and the SENDCo will revise the outcomes and support in light of the learner's progress and development, and in consultation with the learner and their parents.

8.4 Levels of support

School-based SEN provision

All our learners have additional educational needs and receive personalised provision to meet their needs graduated approach. Where the learner's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. On the census these learners will be marked with the code K.

Education, health and care (EHC) plan

Learners who need more support than is available through our personalised provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the learner, the provision that will be put in place, and the outcomes sought.

As an alternative provision academy, TTAPA is commissioned by the LA and is consulted with by the LA to consider referrals for learners with an EHCP for whom vocational provision has been identified as meeting need. If these referrals are accepted, learners are placed on the census and marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for all our learners including those with SEN by:

- tracking learners' progress, including by using provision maps;

- carrying out the review stage of the graduated approach in every cycle of SEN support;
- monitoring by the SENDCo;
- holding annual reviews for any learners with EHC plans;
- getting feedback from the learner and their parents/carers.

9 Attendance & Safeguarding

All learners referred to Three Towers have additional educational needs, and we know that many face complex barriers to attendance. Their right to an education is the same as any other learner and therefore the attendance ambition for these learners is the same as it is for any other. However, they may need additional support, so our approach to supporting these children to attend is set out in our Attendance Policy.

Similarly, we recognise that children/young people with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. For more details of how we support our learners, including helping them to overcome any communication barriers they face, refer to our Safeguarding & Child Protection Policy.

10 Staffing training and expertise

Training is regularly provided to all staff. The headteacher and the SENDCo will continuously monitor and identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. In addition, any training required to meet the needs of newly referred learners is also provided to relevant staff.

11 Links with external professional agencies

We recognise that we will not always be able to meet all the needs of every learner. Whenever necessary the school will work with external support services such as:

- Speech and language therapists;
- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists, speech and language therapists or physiotherapists;
- General practitioners or paediatricians;
- School nurses;
- Child and adolescent mental health services (CAMHS);
- Education welfare officers;
- Social services;
- Virtual Schools Team.

12 Admissions and Accessibility Arrangements

12.1 Admission

Admission to TTAPA is by referral from the LA's Access and Inclusion Team. Over-subscription are dealt with in line with our Service Level Agreement with Wigan Council and The Rowan Learning Trust's Scheme of Delegation

12.2 Accessibility arrangements

TTAPA will make reasonable adjustments whenever possible to ensure learners with SEND can access our provision. Our Accessibility Plan is available on our website outlining how we endeavor to:

- increase the extent to which disabled learners can participate in the curriculum;
- improve the physical environment to enable disabled learners to take better advantage of the education, benefits, facilities and services we provide;
- improve the availability of accessible information to disabled learners.

13 Complaints about SEND Provision

Complaints are dealt with under our Complaints Policy available on our website. Having exhausted the procedures outlined in this policy, if parents/carers are not satisfied with our response, they can escalate the complaint. In some circumstances, this right also applies to the learner themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, you should contact your LA’s SEND team for a copy of their disagreement resolution policy and mediation services.

14 Monitoring arrangements

We are constantly looking for ways to evolve our approach to SEND. We will do this by evaluating how well we are meeting our objectives set out in section 1 as well as seeking feedback from learners and their parents/carers.

This policy will be reviewed by the SENDCo and headteacher annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

15 Links with other policies and documents

This policy should be read alongside:

- *SEN information report*
- *The local offer*
- *Accessibility Plan*
- *Attendance Policy*
- *Behaviour and Relationships Policy*
- *Complaints Policy*
- *Equality information and objectives*
- *Safeguarding and Child Protection Policy*
- *Supporting Learners with Medical Conditions Policy*

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) | |

Appendix 1: The 4 Areas of Need

| Area of Need | Explanation/Description |
|---|--|
| <p>Communication and Interaction (C&I)</p> | <p>Learners with needs in this area have difficulty communicating with others. They may</p> <ul style="list-style-type: none"> • have difficulty understanding what is being said to them • have trouble expressing themselves, • not understand or use the social rules of communication. <p>Learners who are on the autism spectrum often have needs that fall in this category.</p> |
| <p>Cognition and Learning (C&L)</p> | <p>Learners with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • specific learning difficulties (SpLD), which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • moderate learning difficulties (MLD) • severe learning difficulties • profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. |
| <p>Social, Emotional and Mental Health (SEMH)</p> | <p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"> • mental health difficulties such as anxiety, depression or an eating disorder • attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder • suffered adverse childhood experiences (ACEs) <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated</p> |
| <p>Sensory and/or physical</p> | <p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Learners may have:</p> <ul style="list-style-type: none"> • a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • a physical impairment <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |