



TANFIELD

SCHOOL

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SEND POLICY AND INFORMATION REPORT

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Related Documents/Policies

| References | Title |
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| | Accessibility Plan |
| | Behaviour Policy |
| | Deployment of Learning Support Assistants |
| | Equality Information and Objectives |
| | Supporting Students with Medical Conditions |

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1. INTRODUCTION

1.1 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

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 others of the same age in mainstream schools or mainstream post-16 institutions

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SEND Code of Practice: 0-25 (2015), DfE and DoH.

1.2 DEFINITION OF SPECIAL EDUCATIONAL PROVISION

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

1.3 MISSION STATEMENT

At Tanfield School we have many minds but one mission: to get students to attend the best university, or real alternative, succeed in their dream job and thrive in all aspects of their life.

Our core values of hard work, trust and fairness permeate all that we do. From the moment a student arrives at Tanfield, we ask them to live these values:

Hard work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Trust

We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

Fairness

We play by the rules. We are respectful, polite, kind and courteous at all times. We don't take advantage of others and helping a member of our team is helping ourselves.

We also focus on three key drivers: Mastery, which is the drive to get better at things that matter; Autonomy, or the drive to direct our own lives; and Purpose, which is the drive to connect to a cause larger than ourselves (Dan Pink, 'Drive').

We clearly communicate our mission, values and drivers throughout every day so that the whole school community knows the purpose of everything that we do. We know why we move around school in the way that we do, we know why we wear our uniform in the way that we do and we know why we look at the speaker in all of our lessons.

Through rigour, simplicity and a relentless focus on success, all students work hard every day to climb the mountain to university or real alternative.

Tanfield is proud to be an inclusive school where our young people are regarded as individuals and no effort is spared to cater for the particular interests, talents and abilities of each and every student. Indeed, personalised learning is the key to academic success and to the enjoyment of education as is the active involvement of young people in all aspects of school life.

Tanfield adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all students. The school is committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes.

2. AIMS AND OBJECTIVES

2.1 AIMS

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

- To ensure that all students with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all students can access a balanced curriculum, differentiated where appropriate.
- To ensure that all students with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Our vision is:

- Greater choice and control for children and young people over their support.
- Less children undergoing statutory assessment and more children receiving support via universal and targeted provision.
- Increased capacity and resilience in schools to support children with SEND.
- Outcome focussed plans with high aspirations for children and young people with SEND for both statutory and non-statutory plans.
- Decreased pressure on specialist provision.
- Further developed partnership approaches with families and key organisations.
- Successful preparation for adulthood including employment and independent living.

2.2 OBJECTIVES

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, Local Authority, health and care services, Primary schools and any agency working with the student prior to his/her entry into the school.

- **Monitor the progress of all students** in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential. Inclusive Quality First Teaching is paramount.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo, Assistant SENDCo and Pastoral team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their student's progress, and providing information, where necessary, on the provisions for students within the school as a whole, and the effectiveness of the SEND policy and the school's SEN work.
- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone.
- **Create a school environment where students feel safe to voice their opinions of their own needs.** This means students have significant members of staff they can see such as mentors. This will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

3. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [SEND Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report.
- This policy also complies with our funding arrangement and articles of association.

4. DEFINITIONS

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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 others of the same age in mainstream schools or mainstream post-16 institutions

5. RESPONSIBILITIES FOR THE COORDINATION OF SEND PROVISION

5.1 THE SENDCO

The SENDCo is Sarah Johnson.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN up to date.

5.2 THE SEN GOVERNOR

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

5.3 THE HEADTEACHER

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

5.4 THE CLASS TEACHERS

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

6. SEN INFORMATION REPORT

6.1 THE KINDS OF SEN THAT ARE PROVIDED FOR

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

6.2 IDENTIFYING STUDENTS WITH SEN AND ASSESSING THEIR NEEDS

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

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

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Primary school staff support transition by sharing their concerns and identifying those students who would benefit from our nurture provision. We employed a primary school teacher in 2021 to teacher the nurture group and tailor their timetable to include bespoke work surrounding numeracy and literacy. This includes a variety of interventions to include Direct Instruction and reading intervention.

Cycle assessment data also indicates those students who would benefit from morning and afternoon mastery (8-8.40 and 3.05-4) to address maths and English content/re-teach to reduce any gaps in learning. This is for KS3 students.

Access arrangements for examinations

At the end of Year 9/start of Y10, students are identified and assessed by a qualified specialist (approved by the LA) for exam arrangements. Students may be awarded extra time, reader, scribe, prompter, rest breaks or a combination and this will be their normal way of working in the classroom and all examinations.

6.3 CONSULTING AND INVOLVING STUDENTS AND PARENTS

Tanfield School puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SENDCo, Assistant SENDCo, LSA, Advisor, Year Manager or any other member of staff with whom they feel comfortable to talk about their concerns. We develop a good understanding of the student's areas of strength and difficulty.

Parents and carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact the SENDCo or any member of staff at school if they have any concerns about their child.

Feedback is very important from parents about the support that their child receives at Tanfield. This is done through Arbor currently and a copy of their child's updated SEND support plan each term. This ensures parents are fully aware of the support and the review of their child's outcomes as well as providing an opportunity to share what they feel is going well and any concerns that they may have. This is essential to help the school adapt practices and support to make sure we get it right for the individual child.

Everyone is clear on what the next steps are.

6.4 ASSESSING AND REVIEWING STUDENTS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of assess, plan, do and review.

The process of Assess, Plan, Do and Review is at the heart of the graduated approach. All teachers work closely with the SENDCo and Assistant SENDCo to identify and make provision. This is an evidenced based approach to making provision and the expectation is that staff working with SEND students will have sufficient knowledge and skills to make a difference. Consultation with parents, carers and students are essential throughout the process

Assess

Our SENDCo, Assistant SENDCo and class teacher working together to analyse needs using a range of sources including the school's approach to student attainment, progress and attitude to learning. Consultation is key and it may be necessary to consult widely both in school, with parents and carers and with outside professionals to get the best picture of needs. Establishing close links with those responsible for assessment and home school links is also important to us here at Tanfield School.

Plan

This is when the School decides to provide SEND support. Parents are invited to a planning meeting. Interventions and support are provided in consultation with the parents, child, SENDCo, Assistant SENDCo and class teacher. The expected impact on progress, development and behaviour are agreed, and a date for review set. In this planning phase, we identify the gaps in the child's learning and current provision and what is expected in terms of results following any provision.

Do

This involves providing effective support and interventions with regular feedback to students, parents and staff about progress. The SENDCo, Assistant SENDCo and Learning Support team

support form and subject teachers in any further assessment and provide mentoring in all aspects of curriculum modification.

Review

We have regular reviews of progress with parents and students. Baseline data and outcomes will guide the review conversation and any gaps can be identified and planned for.

Referral for statutory assessment

Those students who continue to have significant difficulties will be referred for Statutory Assessment. The Education and Health Care Plan (EHCP) covers the needs of 0-25 year olds. The single plan will be supported by a new single assessment that involves professionals from all relevant services. SENDCos can expect to be involved in contributing to the development and implementation of EHCPs from then onwards.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- SENDCo
- Assistant SENDCo
- Teachers
- Year Managers / Support staff
- Educational Psychologist
- Other professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Personal budgets

Our SENDCO is involved in contributing to the development and implementation of EHCPs from 2014 onwards. The DfE is committed to introducing personal budgets from 2014 for families of children and young people who are eligible for an EHCP. The SENDCo and head teachers will have key roles to play in partnership planning with families, so that budget expenditure used in school contexts is educationally appropriate. As a school we will be producing Costed Provision maps to ensure that all parents whose child has an EHC know where their child's money is being spent in school.

6.5 SUPPORTING STUDENTS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student's which information will be shared as part of this.

Tanfield School understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND.

For students coming into Year 7 at Tanfield School, the SENDCo, Assistant SENDCo and Year Manager for Y7 visit all primary schools where there are students coming to Tanfield School. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND information. For students with SEND, the SENDCo receives all relevant Year 6 information, including SEND files. The SENDCo is also responsible for overall transition and currently offers Y4, 5 and 6 students' Open events, online events, transition days, and additional visits.

Parents/carers of students with SEND in primary schools whose child will be coming to Tanfield School are always welcome to contact our SENDCo who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending Tanfield School, are invited in for 3 transition day's in the summer term, taking part in activities to help them adjust to life at Tanfield School. We also have an online Hub which Y6 students and their families can access throughout the summer term and the summer break. Many students with SEND are invited in for an extra transition session to introduce them to life at Tanfield School to try to allay any anxieties as much as possible.

For students with Education, Health and Care Plans, the SENDCo will attend their Year 6 EHCP review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENDCo will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/carers of students with EHCP's of Special Educational Needs and disabilities in Year 5 who are considering a placement at Tanfield School are very welcome to contact the SENDCo at Tanfield School at any time to discuss their child's needs or arrange a meeting or visit to the School.

Transition between Key Stages is also supported closely by the SENDCo and Learning Support Department. A review meeting can take place with parents / carers of a student with SEND to ensure the right options are chosen for their Key Stage 4 provision. If a student has an EHCP then transition is supported by the SEND Casework team during their year 9 review to ensure Key Stage 4 is well planned for and Post 16 is starting to be considered.

For students leaving Year 11, the SENDCo works with our Post 16 Provision Coordinator, Careers advisors and the One Point service to ensure that all students have thought through their next steps and have appropriate applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with an Education, Health and Care Plan will have access to the above services from Year 10 onwards.

6.6 OUR APPROACH TO TEACHING STUDENTS WITH SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

Inclusive high-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

Inclusive quality first teaching

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the student will need going forward.

- f) If a student has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed of any concerns and the school action taking place. Parents are encouraged to share information and knowledge with the school.
- h) Concerns by teachers and/or parents will be investigated. Students will only be placed on the SEND register once the need is confirmed.
- i) Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

6.7 ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, re-teach etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

SEND students

- This recognises students who are identified as requiring additional and different help as well as the regular differentiated curriculum. The school puts provision in place without recourse to regular external advice or additional resources provided by the local authority.
- Class teachers collaborate with the SENDCo on evidence gathering and identification.
- Once the SENDCo has been notified he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria. With this knowledge the SENDCo can help with planning for future in-school support. Action that has already been taken is reviewed and altered in line with the new findings.
- A support plan is drawn up, detailing provision. Provision is monitored regularly, evaluated and, if necessary, adjusted.
- Following the school's assessment, external professionals will be called to make their own assessments of the student and provide support in the planning of extended provision, continued assessment and revised action points.
- The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

6.8 ADDITIONAL SUPPORT FOR LEARNING

Our Assistant SENDCo and LSAs are deployed to support the classroom teacher to allow the teacher to spend more time with the students who need their time the most. Please refer to the deployment of LSA policy September 2020.

We work with the following agencies to provide support for students with SEND:

- Cognition and Learning team
- Emotional Wellbeing and Effective Learning Team
- ASC Advisory Team
- Occupational Therapy
- CAMHS
- Speech and Language

6.9 EXPERTISE AND TRAINING OF STAFF

SENDCo: Mrs Sarah Johnson

Responsible for implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEND needs and liaising with feeder schools.

Assistant SENDCo: Mrs Caroline Dixon

Learning Support Assistants: Mrs Nikki Malia, Mrs Atkinson, Mrs Rojas Perdomo, Miss Halpin

From September 2024:

Year Manager: Year 7 - Mr Graeme Davison

Year Manager: Year 8 – Mr Grant Parker

Year Manager: Year 9 - Mrs Helen Johnson

Year Manager: Year 10 -Mrs Marie Farrell

Year Manager: Year 11 - Mr Matthew Smith

SEND Governors: Miss Christine McGough and Mr Clive Smith

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

Tanfield operates a weekly training programme for teachers covering a wide range of areas and topics including, inclusive teaching through the development of knowledge and understanding of difficulties faced by individual students. These weekly sessions are designed to improve the teaching and learning within the school.

Staff also have to attend compulsory Teaching and Learning forums throughout the year.

As well as the above, staff also access external courses which are relevant to their subject area, teaching and learning in general, specialist teaching etc.

The SENDCo and Learning Support Assistants attend relevant courses and facilitate and signpost relevant SEND focused training opportunities for all staff. The SEND team within the Local Authority produce an annual course directory which is our first port of call.

We recognise the need to train all our staff on SEND issues. The SENDCo ensures that training opportunities are matched to school development priorities and those identified by individuals through the appraisal process.

6.10 SECURING EQUIPMENT AND FACILITIES

The Local Authority funds schools to support their SEND provision. Each individual school receives their own SEND funding from the Local Authority. Each school identifies specific interventions to use this fund and their impact is monitored and reviewed by the school. We, at Tanfield School, use our professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND students. We regularly review this at school level to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity within the Academy for the monies spent on all learners and their needs.

6.11 EVALUATING THE EFFECTIVENESS OF SEN PROVISION

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' attainment and progress/targets towards their goals each term.
- Reviewing the impact of interventions after each cycle of assessment or when appropriate.
- Monitoring by the SENDCo and Assistant SENDCo.
- Analysing data to ensure students receive the appropriate support.
- Holding annual reviews for students with EHC plans.

6.12 ENABLING STUDENTS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN EQUALITY (INCL. ACCESSIBILITY)

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published August 2014 for implementation in September 2014.)

Tanfield School is an inclusive school and actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND students to enable them to participate in all school trips and other out of class activities.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND have been involved with the following clubs: lunchtime clubs, homework club, various music clubs, science club, sports clubs, and live performance events. SEND students have also participated in student panels for student council, new members of staff and Year 6 transition support.

Admission arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with EHC plans and those without.

All SEND paperwork and relevant information will be gathered by the Learning Support team and Year Manager from the primary schools and any agencies working with the student as soon as possible. The SENDCo will attend Year 6 students Annual Review meetings so that the targets set are SMART and can be worked on from the outset of the students start date at Tanfield.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the student's school year. The student will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

This links to our Accessibility Plan.

6.13 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- Peer mentoring support
- Staff mentoring
- School counsellor support

Our provision (N133) allows for any student to access a quieter area during unstructured time for break and lunch time. Students have access to N133 and the wellness room during these times.

We have a zero-tolerance approach to bullying.

Anti-bullying

Tanfield School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Behaviour Policy in the policies section of our website:

<https://www.tanfieldschool.co.uk/policies/show/30>

6.14 WORKING WITH OTHER AGENCIES

We are proud to offer services on the school site to students and their families. Tanfield School have access to specialist advisory teachers: Autistic Spectrum Condition support, Cognition and learning support and Educational Psychologist time. We have a school counsellor based on site two days a week offering students 1 to 1 and small group sessions around issues of anxiety, loss and bereavement or self-harm. Tanfield School also have a resilience nurse who attends Tanfield school every Tuesday morning.

6.15 COMPLAINTS ABOUT SEN PROVISION

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. Refer to the school's complaints policy. <https://www.tanfieldschool.co.uk/policies/show/10>

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF STUDENTS WITH SEN

Families are welcome to contact the school and share their concerns, a multi-agency approach may be required and the SEN department and pastoral team will initiate an Early Help referral or any other support networks which are appropriate.

We share the following mental health and emotional support information with families to signpost support services:



6.17 CONTACT DETAILS FOR RAISING CONCERNS

If you have a concern and wish to contact a member of the pastoral team you can call school or email the following staff:

SENDCo: Sarah Johnson - sjohnson@tanfieldschool.co.uk

Assistant SENDCo: Mrs Caroline Dixon - cdixon@tanfieldschool.co.uk

Learning Support Assistant: Mrs Victoria Atkinson – vatkinson@tanfieldschool.co.uk

Learning Support Assistant: Mrs Nikki Malia – nmalia@tanfieldschool.co.uk

Learning Support Assistant: Mrs Ana Rojas Perdomo– arojasperdomo@tanfieldschool.co.uk

Learning Support Assistant Apprentice: Miss Kate Halpin – khalpin@tanfieldschool.co.uk

Head of Student Guidance: Lower School: Mr Michael Creegan - mcreegan@tanfieldschool.co.uk

Year Manager: Year 7: Mr Graeme Davison - gdavison@tanfieldschool.co.uk

Year Manager: Year 8: Mr Grant Parker - gparker@tanfieldschool.co.uk

Head of Student Guidance: Upper School: Mr Michael Heffernan - mheffernan@tanfieldschool.co.uk

Year Manager: Year 9: Mrs Helen Johnson - hjohnson@tanfieldschool.co.uk

Year Manager: Year 10: Mrs Marie Farrell- mfarrell@tanfieldschool.co.uk

Year Manager: Year 11: Mr Matthew Smith - msmith@tanfieldschool.co.uk

SEND Governor: Miss Christine McGough – cmcgough@tanfieldschool.co.uk

SEND Governor: Mr Clive Smith - csmith@tanfieldschool.co.uk

6.18 THE LOCAL AUTHORITY OFFER

Our local authority's local offer is published here: [The-Local-Offer-in-County-Durham](#)

7. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Sarah Johnson every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.