

SEN Information Report

(Written to comply with Special Educational Needs (Information) Regulations - September 2014: Children and Family Act; Clause 65)

TLG Education Centres make provision for the following kinds of special educational needs:

- Cognition and Learning;
- Communications and Interaction;
- Behaviour, Emotional and Social Development;
- Sensory and/or Physical.

Admission to a TLG centre is not based on any prior learning or attainment, nor is it limited to any specific requirements other than age. TLG expects to admit students from a range of backgrounds, with a range of special educational needs alongside students without any recognised specific needs. However, TLG does recognise that there are limitations to the quality of provision it could offer to students with some severe difficulties. For this reason, TLG will not usually admit an individual with a Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD), or a Multi-sensory Impairment (MSI).

The following are questions and answers that parents may find helpful when their child is on a placement at TLG.

Q: Which member of TLG staff should I talk to about SEN support for my child?

The Head teacher, or the member of staff that they feel the most comfortable with.

Q: How can I let staff know I have a question or am concerned about my child's progress?

Phone, text, email or book an appointment.

There are also opportunities to raise any questions or concerns at review meetings.

Q: How will TLG measure the progress of my child? How will I know about this?

TLG tracks progress daily and reports progress made each half term.

A report outlining the progress made in all subjects taught is sent home to parents / carers at the end of each term.

TLG holds regular conversations with the referring school and home to assess how the student is getting on.

Parents can contact the Centre at any time to discuss their child's progress.

Q: How is extra support allocated to students?

Staff discuss the needs of each student and decide together which person is best suited to support which student.

Minimum ratio of 1:3 (staff:students) Liaising with referring school and sharing information on needs & support methods.

Talking to home about the student's needs and how these can be met.

Liaising with other professionals.

Q: How will teaching, the curriculum and the learning environment be adapted to meet my child's learning needs?

Use of personalised learning plan (on Forskills) and Individual Learning Plan to ensure that appropriate strategies are used and there have been areas for development identified.

Differentiation in all lessons – by task, outcome, level of support given.

Students supported in independent learning – resources provided and clear guidance given to enable them to direct their own learning

Q: How are children with SEN supported to engage in activities that students without SEN are able to do?

The same opportunities are offered to all students through the support of the staff, adapting activities (e.g. giving them extra resources) and ensuring that group activities are accessible to all students regardless of need.

Q: How are students at TLG supported in order to improve their emotional and social development?

Thought for the day lessons (PSHCE), RESET programme (reflective, self-improvement), positive behaviour management.

TellMe (emotional literacy)

1:1 sessions with mentor;

Opportunities for group work and group games.

Q: How does TLG consult young people with SEN (and their parents/carers) about their education?

Discussed in the initial meeting, working with referring school, home and the student to clearly identify and find the best ways of supporting the student to enable them to make progress in all areas (academic, social, emotional etc.).

Regular IEP reviews with the student & parents/carers, target reviews with students, and weekly phone calls home giving an opportunity for discussion as well as an update on the student's progress

Q: How does TLG support my child as they begin their time at TLG and when they are moving back to school/onto college/onto another placement?

Initial meeting with opportunities for questions, to get to know the timetable and what to expect.

Regular feedback is given to the student, their home and their referring school about their progress, needs, areas for development and their successes.

Staggered re-integration back in to school is sometimes available, with support from staff in school to aid transition back, transition sessions with a mentor.

Careers and progression planning built into the TLG curriculum.

Q: What support is currently on offer to disabled students at TLG?

Most TLG Centres are accessible to students with disabilities.

Support from staff in lessons, appropriate resources provided (e.g. coloured paper, overlays for students with Dyslexia).

Staff liaise with other professionals and with home to ensure that the most appropriate support is provided.

Disabled students are supported to achieve as any other students and in as similar ways as possible.

Q: If my child has medical needs, how will they be supported?

TLG's Medicines Policy (available on the school website) outlines the support TLG staff can provide.

There is always at least one first-aid trained member of staff in the centre.

Q: Which member of staff should I speak to if my child has medical needs?

The Head teacher or any other member of staff.

Q: How does TLG evaluate the effectiveness of the provision it offers to students?

TLG is continually evaluating all aspects of its provision, through student progress tracking; destinations tracking; regular lesson observations; online surveys; parent/carer feedback; and feedback from referring schools.

Q: Where is the process for making a complaint about an intervention?

Informal complaints can be made verbally to any member of staff.

The Client Complaints Procedure (available on the school website) outlines the steps you can take and the process for making a formal complaint.

Q: Where can I find information about wider SEN provision in my area?

Your local authority website.

Alternatively, speak to the Head teacher.