



The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or and Education, Health and Care Plan, then we provide the support detailed in the plan.

Our offer at Ranges 1 to 4 for each area of SEN is described below.

Please be aware that provisions are individualised to students needs and put in place at different stages of student's development.

Students may access one or more of these provisions described but not necessarily all of them.

Consultation with Parents

Please see Tong High School's SEN Policy for further guidance

Area of Need	Range 1	Range 2	Range 3	Range 4
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Cognition and Learning Needs

<p>Moderate Learning Needs</p>	<ul style="list-style-type: none"> • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • Team teach / modelling • STAG meetings discuss progress and intervention strategies • In-class targeted teacher support • Possible Access to ICT and specialist equipment • Increased visual aids / modelling etc • Access to whole school homework clubs • Revision classes • Use of writing frames • Exam concessions - Additional time and access to a Reader 	<ul style="list-style-type: none"> • Most lessons within mainstream • Individual strategies in place to support learning • Quality First teaching strategies used by all teaching staff. • Observation schedules for individual students in place to analyse need. • Possible access to ATA support where necessary • Literacy coach interventions - Small group • Numeracy intervention - small group • Examination Booster lessons (Y10 & 11) • Reduced/ increasingly individualised timetable • Learning mentors • Exam concessions - Scribe to record responses <p><i>Plus Range 1 provisions</i></p>	<ul style="list-style-type: none"> • Matrix meetings discuss provision and progress • Nurture provision • ATA targeted support within the classroom • ATA intervention to accelerate progress • Literacy coach interventions - 1:1 • Exam concessions - modified papers, alternate means to record responses available • Advice from EP / Specialist teacher or teams <p><i>Plus Range 2 provisions</i></p>	<ul style="list-style-type: none"> • 100% One to One Teaching Assistant support • Specialised/Personalised Learning Provision which could include: <ul style="list-style-type: none"> ○ Flexible Accreditation provision ○ Foundation Learning provision <p><i>Plus Range 3 provisions</i></p>
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Area of Need	Range 1	Range 2	Range 3	Range 4
<p>Specific Learning Difficulties <i>Including:</i> Dyslexia Dyscalculia Dyspraxia</p>	<ul style="list-style-type: none"> • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • Dyslexia friendly classroom environment • STAG meetings discuss progress and intervention strategies • Possible Access to ICT and specialist equipment • Increased visual aids / modelling etc • Use of writing frames • Use of coloured overlays • Exam concessions - Additional time and access to a Reader 	<ul style="list-style-type: none"> • Most lessons within mainstream • Individual strategies in place to support learning • Quality First teaching strategies used by all teaching staff. • Literacy coach interventions - Small group • Observation schedules for individual students in place to analyse need. • Possible access to ATA support where necessary • Exam concessions - Scribe to record responses <p><i>Plus Range 1 provisions</i></p>	<ul style="list-style-type: none"> • Matrix meetings discuss provision and progress • Nurture provision • ATA targeted support within the classroom • ATA intervention to accelerate progress • Dyslexia workshop with Literacy coach • Dyscalculia interventions with ATA • Exam concessions - modified papers, alternate means to record responses available • Advice from EP / Specialist teacher or teams <p><i>Plus Range 2 provisions</i></p>	<ul style="list-style-type: none"> • 100% One to One Teaching Assistant support • Specialised/Personalised Learning Provision which could include: <ul style="list-style-type: none"> ○ Flexible Accreditation provision ○ Foundation Learning provision <p><i>Plus Range 3 provisions</i></p>

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Communication and Interaction Needs

Autistic Spectrum Conditions	<ul style="list-style-type: none"> • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • Differentiated curriculum • STAG meetings discuss progress and intervention strategies • Possible Access to ICT and specialist equipment • Increased visual aids / modelling etc • Visual timetables • Structured school and class routines • Exam concessions 	<ul style="list-style-type: none"> • Most lessons within mainstream • Some withdrawal for specialised provision input for literacy, SEAL, The Centre • Possibly some small group work/concentration skills/social skills/listening skills/conflict resolution within the classroom • Possibly some specialised learning provision for particular lessons; support with literacy (reading/writing/speaking/listening) • Individual strategies in place to support learning • ASD Team Top Tips used by all teaching staff. • Observation schedules for individual students in place to analyse need. • Support that uses solution focused /re-tracking/motivational approaches • Possible access to ATA support where necessary <p><i>Plus Range 1 provisions</i></p>	<ul style="list-style-type: none"> • Matrix meetings discuss provision and progress • Nurture provision • Withdrawal for small group work/concentration skills/social skills/listening skills/conflict resolution • ATA targeted support within the classroom • Additional provision from The Centre services. • Mentoring • Support with literacy and social and emotional development programmes • After-school programme • Input from external specialised services including EP, ASD Team, CAMHS, Specialist teacher or team • Small group or 1:1 support for language • Social skills group • Speech and Language support / advice • Visual organiser <p><i>Plus Range 2 provisions</i></p>	<ul style="list-style-type: none"> • 100% One to One Teaching Assistant support • Reduction in the attendance at mainstream classes - only attends classes where progress is unhindered • Individualised timetable of study <p><i>Plus Range 3 provisions</i></p>
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Area of Need	Range 1	Range 2	Range 3	Range 4
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • Differentiated curriculum • STAG meetings discuss progress and intervention strategies • Possible Access to ICT and specialist equipment • Increased visual aids / modelling etc • Visual timetables • Structured school and class routines • Exam concessions • 	<ul style="list-style-type: none"> • Most lessons within mainstream • Some withdrawal for specialised provision input for literacy, SEAL, The Centre • Possibly some small group work/concentration skills/ social skills/listening skills/conflict resolution within the classroom • Possibly some specialised learning provision for particular lessons; support with literacy (reading/writing/speaking/listening) • Individual strategies in place to support learning • Observation schedules for individual students in place to analyse need. • Support that uses solution focused /re-tracking/motivational approaches • Possible access to ATA support where necessary <p>Plus Range 1 provisions</p>	<ul style="list-style-type: none"> • Matrix meetings discuss provision and progress • Nurture provision • Withdrawal for small group work/concentration skills/ social skills/listening skills/conflict resolution • ATA targeted support within the classroom • Additional provision from The Centre services. • Mentoring • Support with literacy and social and emotional development programmes • After-school programme • Input from external specialised services including EP, SALT Team, CAMHS, Specialist teacher or team • Small group or 1:1 support for language • Speech and Language support / advice • Visual organiser <p>Plus Range 2 provisions</p>	<ul style="list-style-type: none"> • 100% One to One Teaching Assistant support • Reduction in the attendance at mainstream classes - only attends classes where progress is unhindered • Individualised timetable of study <p>Plus Range 3 provisions</p>

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Social, Mental and Emotional Needs

Social, Mental and Emotional Needs	<ul style="list-style-type: none"> • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • STAG meetings discuss progress and intervention strategies • Whole school behaviour policy • Whole school rules • Whole school reward and sanctions systems • Behaviour/attendance report cards and reward systems involving regular monitoring and support if necessary. Tutor level. • Use of behaviour targets within the classroom • Support that uses solution focused /re-tracking/motivational approaches • Possible Access to ICT and specialist equipment 	<ul style="list-style-type: none"> • Most lessons within mainstream • Some withdrawal for specialised provision input for literacy, SEAL, The Centre • Possibly some small group work/concentration skills/ social skills/listening skills/conflict resolution within the classroom • Individual strategies in place to support learning • Observation schedules for individual students in place to analyse need. • Behaviour/attendance report cards and reward systems involving regular monitoring and support if necessary. DSPL level. • Possible access to ATA support where necessary • Time-out • Exam concessions <p><i>Plus Range 1 provisions</i></p>	<ul style="list-style-type: none"> • Matrix meetings discuss provision and progress • Nurture Plus provision for identified lessons • Withdrawal for small group work/concentration skills/ social skills/listening skills/conflict resolution • ATA targeted support within the classroom • Some input from Tong HS Specialised Provision • Behaviour/attendance report cards and reward systems involving regular monitoring and support if necessary. SPL level. • Additional provision from The Centre services. • Short - term individual Student Development Worker support as a shared resource within a classroom • Mentoring • Support with literacy and social and emotional development programmes • After-school programme • Short Term placement at another educational setting. • Small group or 1:1 support 	<ul style="list-style-type: none"> • Behaviour/attendance report cards and reward systems involving regular monitoring and support if necessary. SPL / Assistant Head level. • Reduction in the attendance at mainstream classes - only attends classes where progress is unhindered by social/emotional/behavioural need • Specialised/Personalised Learning Provision which could include: <ul style="list-style-type: none"> ○ Flexible Accreditation provision ○ Foundation Learning provision ○ Nurture Plus provision - full time ○ PLP programme ○ Work placement ○ College placement ○ External provision
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Area of Need	Range 1	Range 2	Range 3	Range 4
Social, Mental and Emotional Needs (Continued)			for social skills <ul style="list-style-type: none"> • Individual counselling • Individual support or mentoring • Individual reward system • Anger management • Re-integration programme • Peer mentoring • Advice from EP / Specialist teacher or team • Pastoral support plan • Reduced in-school timetable • Input from external specialised services including EP, SEBD, CAMHS <i>Plus Range 2 provisions</i>	<ul style="list-style-type: none"> ○ Specialised Provision including some 1:1 programmes • 100% One to One Teaching Assistant support • Short Term placement at another educational setting. <i>Plus Range 3 provisions</i>

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Sensory and Physical Needs

Physical Difficulties	<ul style="list-style-type: none"> • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • Staff aware of implications of physical impairment • Accessible classroom environment • Flexible teaching arrangements • STAG meetings discuss progress and intervention strategies • Pencil grips • Improved accessibility of building • Possible Access to ICT and specialist equipment • Exam concessions 	<ul style="list-style-type: none"> • Most lessons within mainstream • Individual strategies in place to support learning • Observation schedules for individual students in place to analyse need. • Possible access to ATA support where necessary • Adapted or specialised equipment available • Adapted practical activities • Individualised exercise programme • Additional keyboard skills training • Additional fine motor skills practice • In class support for supporting access, safety <p><i>Plus Range 1 provisions</i></p>	<ul style="list-style-type: none"> • Matrix meetings discuss provision and progress • ATA targeted support within the classroom • Nurture provision • Individual support in class during appropriate subjects e.g. Science, PE and lunch time • Physiotherapy programme • Occupational therapy programme • Advice from EP / Specialist teacher or team <p><i>Plus Range 2 provisions</i></p>	<ul style="list-style-type: none"> • 100% One to One Teaching Assistant support • Specialised/Personalised Learning Provision. <p><i>Plus Range 3 provisions</i></p>
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Area of Need	Range 1	Range 2	Range 3	Range 4
Hearing Impairment	<ul style="list-style-type: none"> • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • STAG meetings discuss progress and intervention strategies • Possible Access to ICT and specialist equipment • Exam concessions 	<ul style="list-style-type: none"> • Most lessons within mainstream • Individual strategies in place to support learning • HI Team Top Ten Tips used by all teaching staff. • Observation schedules for individual students in place to analyse need. • Possible access to ATA support where necessary <p><i>Plus Range 1 provisions</i></p>	<ul style="list-style-type: none"> • Matrix meetings discuss provision and progress • ATA targeted support within the classroom • Additional provision from The Centre services. • Mentoring • Input from external specialised services including Hearing Impairment Team <p><i>Plus Range 2 provisions</i></p>	<ul style="list-style-type: none"> • 100% One to One Teaching Assistant support • <i>Plus Range 3 provisions</i>

Area of Need	Range 1	Range 2	Range 3	Range 4
Visual Impairment	<ul style="list-style-type: none"> • Lessons within mainstream • Differentiated curriculum planning, activities, delivery and outcome • Quality First Teaching • Class teacher led differentiation. • STAG meetings discuss progress and intervention strategies • Possible Access to ICT and specialist equipment 	<ul style="list-style-type: none"> • Individual strategies in place to support learning • VI Team Top Ten Tips used by all teaching staff. • Observation schedules for individual students in place to analyse need. • Possible access to ATA support where necessary • Exam concessions <p><i>Plus Range 1 provisions</i></p>	<ul style="list-style-type: none"> • Matrix meetings discuss provision and progress • ATA targeted support within the classroom • ATA intervention to aid access to learning • Additional provision from The Centre services. • Mentoring • Input from external specialised services including Visual Impairment Team • Touch typing programme • Exam concessions - modified papers, alternate means to record responses available <p><i>Plus Range 2 provisions</i></p>	<ul style="list-style-type: none"> • 100% One to One Teaching Assistant support • Adapted resources • Input from external specialised services including Habilitation Team <p><i>Plus Range 3 provisions</i></p>