

SEND Graduated Response

SEN Code of Practice

"SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes."
Code of Practice 6.63

"Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place."
Code of Practice 6.44

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support can not for a lack of good quality teaching."
Code of Practice 6.37

Implementation at TAL

Specialist support is provided for a range of individual needs. The school liaises closely with professionals from a range of external agencies. This includes, but is not limited to, speech and language therapist, educational psychologist, hearing impairment specialist, counsellor and CAMHS.

Small group and one-to one interventions are in place to support students with a range of needs. These include, but are not limited to, targeted support for literacy, numeracy, home learning, speech language and communication and social, emotional and mental health needs.

Effective inclusion for all students through High Quality First Teaching which is supported through the use of the Golden Toolkit. The structure of the school day and lessons are carefully planned with inclusion a priority in all aspects of students' experience whilst at TAL.

Staff receive regular training and coaching in delivering inclusive, accessible lessons. weekly updates are provided to staff to ensure excellent awareness of student needs and high quality teaching.

