The SEND School Information Report

Thomas Adams School

Introduction/ Overview
Thomas Adams School Information Thomas Adams School is a mixed comprehensive 11-18 school with over 25 feeder Primary schools over a wider area. Many of our students are bused in but the school has a close, caring, community feel to it. Currently the school has 1011 students on roll (1011 in the lower school and 242 in the 6th form). **SEND Overview** With over 100 students on the SEND register (32 EHCPs, 2 Graduated support and 75 SEND support students) and more than 20 TAs to support them, the Learning Support Department at Thomas Adams is both successful and vibrant, with an ethos of helping students to reach their academic potential as well as supporting them in their mental health and well-being. The school endeavours to identify early on in their time at Thomas Adams, any student who may require appropriate interventions, so as to allow every student to achieve their maximum potential. Parental views and student voice are particularly important to us, they allow us to build a much better picture of the types of support our pupils would respond best to, so as to progress in all aspects of school life. The department is led by a SENDCo, who in turn is line managed by a Deputy Head. The school accesses a wide range of external services for support and advice – such as Woodlands Outreach, CAMHS, Educational Psychology Service, Occupational Therapy, Sensory Inclusion Service, Autism West Midlands and the Pastoral Team in the school.

How we consult with parents and carers of children with Special Educational Needs

- Parents can visit the Department on the School Open Evening and Year 6 Parents evening. Parents can also arrange to visit the department with their child at other times, if they so wish.
- SENDCo will attend Year 6 Annual reviews of all students with an EHCP coming to Thomas Adams.
- TAs visit the local primary schools and work with their key students in their own setting, to build up a relationship before they arrive at the school.
- SEND Parent Forum meet in the hall once a term, for an informal chat.
- One page profiles sent home to parents.
- Home / school books for students with EHCPs which enhance communication with parents, letting them know daily how things are going.
- Parental feedback is welcome in the home / school book with any information they feel we may need to know.
- Parents can make appointments to come in and talk to the SENDCo at any time, if they feel the need to.
- SENDCo attends every Parents' evening.
- SEND Policy published on the school website.
- Parents are invited to attend the Annual Review of EHCPs.
- Email and telephone calls answered as soon as possible, with the hope of all answered within 24 hours.

How we consult with our pupils with Special Educational Needs

- Student feedback at Annual Reviews
- One page profiles reviewed
- Students have access, if they so wish, at break times and lunch times to the Learning Support Department.
- Each student with an EHCP has a designated TA Keyworker, who they can have contact with in 1:1 sessions, or come into Learning Support if they need assistance.
- Attendance at Parents' evenings

How we support our pupils at times of transition

- SENDCo and TAs available at Open Evening to talk to parents and pupils in September.
- SENDCo to attend all Year 6 Annual Reviews.
- TAs work alongside the Primary school TAs from beginning of June to build a relationship between TAs, SENDCo and students.
- Pupils are visited by SENDCo, Assistant Head and Year Team Leader during June. Each student receives a student Move Up handbook.
- SENDCo meets up with Primary SENDCo or Leadership Team member to discuss latest information on all SEND register students.
- Students with EHCPs are allocated a TA Keyworker, who will work with them in their Primary school setting.
- Students and parents invited to visit Learning Support Department as many times as they wish, so as to make their child feel comfortable.
- Woodland Outreach work with students at Thomas Adams in June and July, to prepare them for transition.
- Primary schools have a full induction day in July at Thomas Adams.
- Year 6/7 disco in July.
- Primary school festivals and sports events held at Thomas Adams.
- Shropshire Youth Services involved in transition from KS3 to KS4 and then from KS4 to 16+.
- Post 16 establishments are invited to Annual Review of EHCPs, as well as Shropshire Youth.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Students are set according to ability.
- TAs are deployed according to the individual needs of the students.
- Key stage 4 Vocational courses included to help lower ability students.
- Day release work experience also available for some students.
- Strategies that are given to the school via outside agencies, such as Woodlands Outreach, are passed on to staff.
- Key words displayed in classrooms.
- 1:1 time available for some students to use as coursework catch-up, homework help.
- Intervention in Learning Support for handwriting, literacy, numeracy, organisation, Dyslexia, Dyscalculia and telling the time.
- Exam concessions testing for extra time, use of laptop, scribe and reader.
- Visual prompts in lessons.
- Students with statements meet their TAs in Learning Support in the morning and then escort them to their lessons. This is mostly for ASD students but can also be for other statemented needs as well.
- Students can be given timeout cards if they are anxious in lessons, or can leave slightly early to avoid crowds if appropriate.
- Students can be disapplied from lessons such as MFL so that they can have additional literacy support.
- Differentiated school and homework.
- Staffed social room for break and lunchtimes.
- Anger management.
- Pastoral support.
- Staff adopting teaching styles to suit the needs of learners, for example the use of coloured paper, changing the powerpoint presentation screen colour, using blue pens on boards etc.
- Use of ICT for students with handwriting barriers.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
Identification of needs • Pupil information for Year 6 received from Primary schools. • Concerns raised by parents or staff are investigated by the Learning Support Department. • Information and guidance from outside agencies such as Social Inclusion Service and Speech & Language Therapy team. Assessing and reviewing progress • Progress reviewed by school report system. • Annual Reviews of EHCPs will include information on progress. • Reports from outside agencies.	• Subject keywords are displayed in classrooms. • How you can improve your written work is displayed in classrooms. • Spelling dictionary available in the homework diary. • Information / tasks are broken down into smaller sections. • Highlighter pens can be used to underline keywords and phrases on worksheets. • SEND register has strategies to help students. • Modelling of good speech and language.	• Use of social stories • Learning support is available during break times and lunch times for vulnerable students to help with social interactions. • Advice and guidance from outside agencies passed on to teaching staff. • Time – out cards and 1:1 sessions available • Pastoral team work closely with friendship group help for those students who require it. • Homework support at lunch and after school. • Meet and greet in the mornings.

2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
Identification of needs • Information passed on from Primary schools. • Concerns expressed by parents or staff. • Information passed on via outside agencies. Assessing and reviewing progress • Completion of Webstar if not already one in place. • Involvement with several outside agencies, for example Woodlands Outreach, Autism West Midlands, CAMHS. • Student progress monitored via school report system. • Annual Review to be used to review progress.	• SEND register makes teaching staff aware of students and has strategies to help. • External agency report guidelines passed on to teaching staff. • Provision of assistance in lessons can be altered to better suit the students with ASD. • The classroom environment looked in to if students feel there is a need. • Homework / classwork assistance to make sure students are aware of what they are to do. • Seating plans to make sure students are sat in the room that makes them less anxious. • Exam access arrangements where needed. • Use of a laptop or computer for recording information.	• Social stories to help students. • Students are able to use Learning Support during breaktimes and lunchtimes for support. • Advice taken from Woodlands Outreach, Autism West Midlands and CAMHS. • 1:1 time with their TA keyworker. • Leave early lesson card. • Support in school with their homework.

Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
Identification of needs • Information from Primary schools. • Reading and Spelling age tests. • Staff and parental concerns. • Information passed on via Educational Psychology Service and Learning Support Advisory Team. Assessing and reviewing progress • Reading and spelling tests in Year 7. • Reporting system in school. • Spelling and reading tests for Annual Reviews of EHCPs. • Student one page profiles. • LSAT / EP Reports.	• Students work is differentiated appropriately. • Students are set appropriately. • Teachers use a variety of teaching techniques to enable students to access the curriculum. • Students with reading and spelling below function levels receive extra support. • Students receive extra support for literacy and numeracy, if it is needed. • Strategies for staff on the SEND register. • TA support within lessons. • Exam access arrangements where needed. • Use of a laptop or computer to record information.	• Students identified on the SEND register. • One page profiles. • Literacy / numeracy / handwriting intervention. • Students have access to Learning Support during breaktimes and lunchtimes. • Work broken down into smaller, manageable tasks. • Students receive extra time to process information, if it is required. • ASDAN social group. • Meet and greet. • SEAL programme.

2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
Identification of needs • Information from Primary schools. • Parental/ TA/ Teacher concerns. • LSAT Reports. • Reading age and spelling age discrepancy. • Private reports. Assessing and reviewing progress • Dyslexia and Dyscalculia screening test results. • Reports from outside agencies, such as LSAT, Educational Psychologists and private reports. • Report process from school • Progress reviews during Annual Review of EHCPs. • Reading and spelling test results.	• Coloured plastic filters used. • Coloured paper on worksheets. • Scribing for students in lessons / exams. • Reading for students in lessons / exams. • Work broken down into smaller tasks. • Extra time given for students, if needed. • Worksheets in lessons instead of copying off board.	• Students identified on SEND register. • Student one page profiles. • Literacy / numeracy support. • Dyslexia support (Units of sound) delivered by highly trained TAs. • Use of coloured filter overlays. • Use of coloured paper for worksheets. • Exam access arrangement assessment by LSAT. • Handwriting support. • Occupational Therapy referral. • Orthoptic assessment by Sensory Inclusion Service. • Alternative ways of recording information in lessons. • Word processor used in lessons / exams, if this is required. • Handwriting pens. • ASDAN social group.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
Assessment of needs • Information passed on from Primary schools. • Concerns passed on from parents and staff. • Students identified by Year Team Leaders / Student Support Staff in the Pastoral Team • E-CINS Process • Through contact by outside agencies, such as CAMHS, Safeguarding Team and Early Help Team. Assessing and reviewing progress • Information from school nurse, CAMHS, Counsellors, Pastoral team. • Reports from CAMHS. • Annual Review of EHCPs. • School report system.	• Staff informed of any information from reports from any outside agencies. • Part-time timetables. • Support at breaktimes and lunchtimes in Learning Support. • Seating arrangements. • LINC referral. • Time-out cards for students. • TA support in lessons.	• Pastoral team support. • Use of Learning Support Department during breaktimes and lunchtimes. • Social stories. • School nurse. • 1:1 support with TAs. • School counsellor support. • Educational Psychologist works in school one day a week • CAMHS worker in school one day a week • SEAL programme • Anger management. • Homework support.

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<u>Identification of needs</u> • Information passed on from Primary school. • Liaison with Sensory Inclusion Service. • Staff concerns. • Information passed on from GPs, parents, School Nurse and hospitals. <u>Assessing and reviewing progress</u> • Reports from Sensory Inclusion Service, GPs and hospital. • Annual Review of EHCPs used to assess progress. • School report system.	• Seating reviewed within classrooms. • Teachers wear transmitters as appropriate. • Check for student understanding. • Vocabulary lists in back of books. • Audio work done separately. • TAs to help make notes, to allow students to concentrate on teacher instructions. • Work done in groups to avoid isolation. • Support from Teacher of the Deaf.	• Students identified on SEND register. • Risk assessments completed. • Exam concession arrangements assessed by LSAT. • Information from Sensory Inclusion Service passed on to teaching staff. • Staff are trained by Sensory Inclusion Service into the use and maintenance of hearing aids and transmitters. • Homework support. • Access to learning support at break and lunchtimes when needed. • SEAL programme.

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
Assessment of needs • Pupil information passed on from Primary schools. • Sensory Inclusion Service liaison. • Information from parents, GPs, school nurse and hospital. • Concerns from staff. Assessing and reviewing progress • Reports from Sensory Inclusion Service, GPs and hospital. • Annual Review of EHCPs used to review progress. • School reports system.	• Seating arrangements reviewed for students. • Glare in class kept to a minimum. • Instructions printed in large font. • Students will need support in lessons using equipment, such as Science, DT, Art, PE. • Exam access arrangements when required including enlarged papers	• Students identified on SEND register. • Work with Sensory Inclusion Service. • Exam concessions arrangement assessment. • Information updates sent to staff. • Risk assessments especially for practical based lessons. • Anger management support where needed. • Access to a TA keyworker. • Pastoral support if needed.

3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
Assessment of needs • Pupil information from Primary school. • Staff concerns • Information from GPs, parents, school nurse and hospital. Assessing and reviewing progress • Reports from GPs and hospital. • Annual Review of EHCPs to review progress. • School report system.	• Staff informed of any impact the physical difficulty may have on learning. • Access to learning support during break-times and lunchtimes. • PE curriculum modified to enable inclusion.	• Students identified on SEND register. • Strategies to support students sent to staff. • Students allowed to leave a few minutes early from lessons, to avoid congestion on the corridors. • Where reasonable, adaptations are made to the school environment. • Risk assessments written especially for practical subjects. • Aids to learning eg writing slopes. • Exam access arrangements where required.

How we involve parents and carers in the assessment and review process
- Parents are invited to the Annual Review of EHCPs.   - One page profiles are sent home every term   - Parental permission and views are asked for to enable support from external agencies.   - SENDCo available at annual parent evenings.   - Termly meeting with students and parents (if able to attend).

How we involve our pupils with Special Educational Needs in the assessment and review process
- Students are invited to attend the Annual Review of EHCP.   - Progress review meeting held with students to seek their views for the Annual Review of EHCP.   - Student views are sought when referrals are made to external agencies.   - Students are involved in target setting at Annual Review of EHCP.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

- Pupil progress monitored by termly reports.
- Parental feedback from Annual Review of EHCP.
- Students making 'adequate progress' removed from SEND register.
- Staff /TA feedback.
- KS3 / KS4 and KS5 results.

How we ensure access to our facilities for all of our pupils

- Students who require specific access arrangements to the school will have a risk assessment produced to ensure the school has the correct environment for them.
- The Learning Support Department run many different interventions within the school day and these are available to any student whose parents / teachers feel require them.
- Exam concessions testing is made available to all students that staff feel need testing, to enable them to access the correct exam conditions.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

- Students have access to Learning Support during breaktimes and lunchtimes for social and homework support.
- SEND students have access to all school trips.
- TAs support statemented students on school trips.
- Homework club.
- Gardening club.
- ASDAN.
- Anger management.
- Music lessons / groups.
- Fund raising activities.

What support is available for our pupils with Special Educational Needs?

- Literacy and numeracy support
- Social story work
- Handwriting / Organisation / Spelling / Telling the time intervention.
- Access to Learning Support during lunchtimes and break-times.
- TA support in exams / lessons as scribes / readers.
- Dyslexia support.
- Dyscalculia support.
- TAs help to record homework in planners.
- 1:1 support for emotional work with students.
- Visual timetables.
- Homework club during break-times and after school.
- Support during tutor period.
- Exam concessions testing.
- SEAL programme.
- Anger management.
- KS4 Vocational / IFP course.
- Meet and greet.
- Escorting between lessons / to the dining room / help purchasing lunch.
- Place to leave PE kit.
- Exam access arrangements.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

- ASD.
- Behaviour management.
- Visual Impairment.
- Hearing Impairment.
- Attachment Disorder.
- Dyslexia training.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

(include the outside agencies that work with your school)

- Educational Psychologist reports
- LSAT reports
- Targeted Youth Support work
- Sensory Inclusion Service
- Occupational Therapy Service
- CAMHS reports
- Woodlands Outreach
- Autism West Midlands
- Shropshire Youth
- Initial Contact Team
- Early Intervention Teams
- Educational Welfare Officer
- School Pastoral Team
- School Nurse
- School Student Support Team
- Barnardos
- Divert
- Looked After Children team

How we support the emotional and social development of our pupils with Special Educational Needs

(include any additional pastoral support arrangements and how you prevent bullying of pupils with SEND)

- Pastoral team
- Year Team Leaders
- PASS surveys
- School Counsellor
- Learning support access during break-times and lunchtimes
- E-CINS
- Social stories
- Educational Psychology service
- CAMHS
- Mentoring
- Anger management

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

(include who to contact and how, SENDCo surgery arrangements, complaints procedure etc)

Please feel free to contact the school with regards to any concerns you have regarding provision for SEND. You can do this via Form Tutor or Year Team Leader or specifically through Mr D. Tunnah, the SENDCo. You can contact us directly via telephone, letter or email and if you so wish you may also make an appointment at a time convenient to you.