



**Thomas Adams
School**

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) Policy

Updated October 2019

Principles and Aims

Thomas Adams School will make sure that all students, with and without SEND, will have access to the broad curriculum that the school has to offer. All staff are responsible for the identification of students with SEND and for the progress of all students within the school.

In line with the Equality Act of 2010, the school will not refuse admission to any student with regards to their SEND, and the school will provide the support that all students need to meet their full potential.

“ A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. “

At Thomas Adams School, we regard a student as having SEND if he or she:

- 1) Has a significantly greater difficulty in learning than the majority of pupils the same age or;
- 2) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age.

Some students will arrive at Thomas Adams School with pre-identified SEND, requiring intervention within and outside of lessons. Other students will be identified during their time at the school. All of these students will have access to interventions that are in addition to and different from the curriculum that other students will have access to. Students with SEND are fully integrated into the life of the school and the curriculum; we recognise the strengths of every individual as well as any areas for development. We aim to ensure that all students contribute to the social and cultural activities of the school.

SEND: Identification of need

The four areas specified in the SEND Code of Practice with regards to SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

How these areas of need are identified in the school can be found within the schools' Local Offer document, which is available on the website.

There are other areas of need that are not described as SEND, but can have an impact on the learning and progress of a student. These include:

- Attendance and punctuality
- EAL
- LAC
- Child of servicemen and servicewomen
- In receipt of Pupil Premium
- Health and welfare
- Disability

Working closely with the student, their family and other outside agencies, we aim to meet all the needs of the students, not just educational ones, to enable them to become successful adults.

Most students will be identified early on at Thomas Adams School as requiring extra interventions within the school, to enable them to achieve their full academic potential.

This identification will come in several forms:

- 1) Information received from primary schools,
- 2) Information from parents and carers,
- 3) Reading and spelling tests and baseline tests, completed early in the Autumn Term of Year 7,
- 4) Referral to the SENDCO from teaching staff, as early as possible, if there are other concerns such as possible Dyslexic traits or handwriting difficulties.

Quality first teaching and a graduated approach

All teachers at Thomas Adams School are teachers of students with SEND. They are often the first step in the identification process of possible SEND, when they see a pupil not making adequate progress.

Class teachers must use quality first teaching within their lessons to ensure that work is suitably differentiated for all pupils. Teachers must also support pupils with further interventions when required. This is our front line approach to SEND provisions.

If students are not making adequate progress, then the student will be placed onto the Assess, Plan, Do Review cycle by the school's SENDCO. This looks at assessing the needs of the student, planning what in-class intervention they should receive, giving the intervention and then reviewing the impact of the intervention on the progress being made by the student.

SEND management and provision

Early identification of SEND is vital if we are to enable students to reach their full potential. Once identified, students are monitored and their progress reviewed. In meetings with parents, carers and educational staff, targets are reviewed and interventions are either put in place, changed or removed, depending on the progress made.

All students with SEND are integrated fully into the school community, giving all students, with and without SEND, access to a full and broad curriculum.

There is good communication between the Learning Support department and parents / carers and any concerns are raised and discussed as soon as they arise.

The SENDCo (Special Educational Needs and Disabilities Co-ordinator) at Thomas Adams School is Mr Darran Tunnah. The SENDCo contact details are as follows:

Tel: 01939 237000

Email: dlt@thomasadams.net

The SENDCo has responsibility for managing the SEND provision across the whole school. The SENDCo must have a teaching qualification and must also have the SENDCo qualification, or be on the point of completing their training, when they take on the SENDCo role within a school setting.

The SENDCo is responsible within the school for:

- SEND provision for students with SEND needs
- Liaising with parents / carers of students with SEND
- Liaising with other schools and outside agencies
- Liaising with primary schools
- Providing SEND information to staff
- Liaising with the LAC co-ordinator for any student also with SEND

The SENDCo will work and liaise with many outside agencies, to have access to specialist advice. These agencies include:

- Educational Psychologists
- CAMHS (Bee-U)
- Autism West Midlands

- SALT (Speech and language therapists)
- Early Help / Compass
- Occupational Therapy Service
- Targeted Youth Service
- Sensory Inclusion Service
- Lifelines
- Woodlands Outreach
- Educational Welfare Officer
- Looked After Children team
- School Nurse team
- Shropshire Youth

The SENDCo may also have need to refer students and families in for help and support from outside agencies, where support is needed outside of school. This involves completing paperwork such as a Webstar and uploading onto the ECINS system, to refer into the Early Help arena.

Accessibility to the curriculum

The Equality Act 2010 requires schools make reasonable adjustments to offer all curriculum activities to all students, to allow for an inclusive education for all students.

Some staff who work closely with students who have visual and hearing impairments, receive support from the Sensory Inclusion Service (SIS) to help them use the hearing FM transmitters effectively and adapt their teaching methods accordingly.

Information for parents

SEND policies are readily available on the school website. Any queries parents have should be directed in the first instance to the school SENDCo, Mr. D. Tunnah.

SEND policies are reviewed and updated regularly and posted onto the school website.

The SENDCo attends parents' evenings and is readily available via telephone call or email if you have any concerns.

SEND Policy review

The SEND policy is monitored and reviewed on a regular basis and should be read alongside the School's SEND Information Report.

Concerns procedure

As a school, we endeavour to do our very best for all of our students. However, if there are concerns we encourage parents and carers to contact the school. Contact can be made via the Form Tutor or Head of Year, or direct to the SENDCo.

If parents feel that their concerns are still not being dealt with, they will be made aware of IASS (Information, Advice and Support Service), where they can obtain further information, advice and support should they feel they need it.

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