



**Thomas Adams
School**

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

SEND Information Report

Updated October 2019

This School Information Report works alongside and in conjunction with The Local Offer offered by Shropshire Local Authority and various other school policies, including the SEND Policy.

Shropshire Local Authority Local Offer:

<https://new.shropshire.gov.uk/the-send-local-offer/>

Special Educational Needs Co-ordinator:

Mr D Tunnah (dlt@thomasadams.net)

The Thomas Adams School

The Thomas Adams School is a co-educational community school catering for all students in Wem and the surrounding areas.

The Learning support department supports students with a variety of needs within a mainstream setting. These needs have been categorised in the 2014 Code of Practice as follows:

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

Identification of students with SEND needs:

- 1) Information received from primary schools
- 2) Information from parents and carers
- 3) Reading and spelling tests and baseline tests, completed early on 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
- 5) Students arriving in the middle of an academic year will arrive with school data and / or can be assessed if there is a need

How the school works with SEND students:

- 1) Students are asked for their thoughts for their Annual Review
- 2) Students are included in the production of their Pupil Centred plan
- 3) Access to learning support at breaks and lunchtimes
- 4) Students have keyworkers whom they work closely with
- 5) Students thoughts are sought whenever a referral to an outside agency is required

- 6) Students are invited and attend their annual EHCP review
- 7) Students are involved with discussions over concerns from parents and/or staff regarding learning or social development issues

How the school works with parents of SEND students:

- 1) Attend Year 6 annual reviews and arrange any extra transition that may be required
- 2) Parents can visit the Learning Support department during Year 6 Open Evening event
- 3) Parents are asked to comment on their child's profile
- 4) Regular contact via email, telephone and meetings, if required
- 5) Parents are invited to attend the annual EHCP review
- 6) SEND policy is available on the website
- 7) This SEND information report is available on the website
- 8) School local offer and the link to the Local Authority Local Offer is available on the website
- 9) Support for options choices for SEND students

How we assess and review progress of students with SEND:

Communication and interaction

How we identify Speech, Language and communication needs:

As a school we will identify need based on information received from primary school, concerns raised by staff and / or parents and information received from outside agencies, such as SALT (speech and language therapy).

How we assess progress:

As a school we will assess progress by looking at information received from outside agency reports, whole school monitoring and information from annual reviews.

How we identify Autistic Spectrum Condition needs:

As a school we identify need based on information received from primary schools, concerns raised by staff and / or parents and meetings and reports from outside agencies such as Bee-U, Autism West Midlands and Woodlands Outreach Service.

How we assess progress:

As a school we assess progress via whole school monitoring and the annual review process.

Cognition and learning

How we identify needs:

As a school we identify need by using information from primary school, any concerns raised by staff and / or parents and any outside agency specialist involvement such as LSAT (learning support advisory team) or the Educational Psychology service, as well as internal school tests such as reading, spelling and any screening programmes we use (dyslexia or dyscalculia)

How we assess progress:

As a school we assess progress via whole school monitoring, results from internal tests and review progress made via interventions, via reports from external agencies such as LSAT and Educational Psychology service, progress made in spelling and reading tests and annual review process.

Social, mental and Emotional health

How we identify needs:

As a school we use information passed on from primary schools, any concerns raised by staff and / or parents, contact with school form agencies such as BEE-U, Early Help team, Safeguarding team and the Police and students identified by the school counsellor or pastoral team.

How we assess progress:

As a school we have input from the school nurse, BEE-U, school counsellor and pastoral team and other outside agencies that report back on progress and what future steps may need to be taken.

Sensory and / or Physical difficulties**How we identify needs:**

As a school we receive information from primary schools, the Sensory Inclusion Service, GPs, parents, school nurse and from hospitals and departments such as Occupational Health and Physiotherapy.

How we assess progress:

As a school we receive reports from many outside agencies such as GPs, Hospitals, Sensory Inclusion Service, Physiotherapists and Occupational Health. We use these reports to assess progress and review what we need to do to further this progress.

In school support for developing emotional and social skills:

As well as the Learning Support department, the school also has a pastoral team. Both of these departments work closely to help with the development of emotional and social skills. Self-esteem, anger management, SEAL, ASDAN and social skills groups are all run in the school to help any student identified needing this support.

Students have access to the school nurse and also have access to the learning support department every break and lunchtime.

Students are given a keyworker, with whom they know they can go to as a first point of contact, if they need to discuss any concerns.

Students are given early lunch passes, so that they can avoid the big queues for food at lunchtime and take their food up to Learning Support, if they feel the need.

External agencies that are used to support students with SEND and their families

As a school we have access to a wide range of external services that can support many different areas for development for students with SEND. These outside 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.

If you have any concerns regarding any area of your child's progress, please do not hesitate to contact the Learning Support department or the school Pastoral team.

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