

SEN information report 2021/2022

Thomas Adams School



Please also refer to the Thomas Adams SEND Policy, available on the school website, for further information.

SEN information report

1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including

a) How the school evaluates the effectiveness of its provision for such pupils:

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals regularly
- Reviewing the impact of interventions
- Regular meetings with the key worker to facilitate pupil voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

b) Assessing and reviewing pupils' progress towards outcomes

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, Heads of Department, peers and external verifiers.
2. Ongoing assessment of progress made by pupils with SEND as a group within the classroom.
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
4. Staff CPD from the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
5. Teaching Assistant feedback and liaison with classroom teacher with regard to tasks and activities set during the lesson
6. Attendance and behaviour logs.

Pupils with a disability will be provided with reasonable adjustments (such as specialist furniture and auxiliary aids) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Pupils' attainments are tracked using the whole school tracking system and so that those failing to make expected levels of progress can be identified. If the pupil is on the SEN register or has an EHC plan the SENCO and learning support department will be involved in discussions around further interventions.

A review will be made of the impact of differentiated teaching within the classroom being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil.

c) Our approach to teaching pupils with SEN

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

d) How the school adapts the curriculum and learning environment for pupils with special educational needs.

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

e) Additional support for learning that is available to pupils with special educational needs

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. Action relating to SEN support will follow an **Assess, Plan, Do and Review model**.

- Where extra intervention has been identified as appropriate a small number of students will receive one to one or small group interventions aimed at addressing their specific areas of need to ensure they are making progress. These interventions will take place in learning support and may involve TA input.
- If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Local Authority Support Services
 2. Consultant specialists
 3. Educational Psychologists
 4. Social Services
 5. Health partners such as a Child & Adolescent Mental Health Service.
 6. Local Authority for a Graduated Support Plan (GSP)

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

f) Activities that are available for pupil with special educational needs in addition to those available in accordance with the curriculum

All of our extra-curricular activities and school visits are available to all our pupils, including our during-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

g) Support that is available for improving the emotional and social development of pupils with special educational needs.

The school offers a wide variety of pastoral support for pupils. This includes:

- A PSHE programme which addresses key topics such as drugs educational, emotional well-being and citizenship.
- Small group interventions to support pupils' well-being are delivered to targeted pupils and groups through interventions via our school counsellor and ELSA. These sessions focus on improved interactions skills, emotional resilience and well-being.
- Thomas Adams School delivers 1:1 Anxiety Management and Anger Management sessions
- Thomas Adams School has a number of staff who are trained in 'mental health first aid' to promote emotional wellbeing from a whole school approach
- Student Support
- Every pupil with an EHCP is allocated a keyworker who maintains regular communication.

4. Contact details for raising concerns

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher or form tutor. This then may result in a referral to the school SENCo whose name is Rowena Turner. Parents may also contact the SENCo directly if they feel this is more appropriate. Contact details for Rowena Turner are rt1@thomasadams.net 01939 237018

5. Expertise and training of staff

- We have a team of 17 teaching assistants, including a number with the qualification of higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- The SENCo has delivered whole staff training on differentiation to all teachers. Staff have also received training on how to de-escalate problem behaviours. The SENCo has delivered training and updates on the information sharing system for each SEN student and also on the teenage brain, including how this can specifically impact autistic children.

- We have a HLTA trained in supporting students with dyslexia and an Emotional Literacy Support Assistant (ELSA) who is undertaking training via the Educational Psychology service to support children with mental health needs, including those with identified SEMH.
- The LA Hearing and Visual Impairment services support identified students on each the SEN register

6. Securing equipment and facilities

The school receives funding to support the needs of pupils with SEND from:

- The Notional SEN budget
- Additional funding allocated for pupils with the most complex needs through the Local Authorities High Needs SEND Funding allocation

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- 1) Targeted, in class differentiation to increase access to the curriculum
- 2) In class or out of class adult support
- 3) Small group interventions to enable catch up
- 4) Provision of specialist resources or equipment
- 5) Partnership working with other setting or specialists
- 6) Access to the school nurse and wider health professional support
- 7) Access to support from in-school sources e.g. student support services, CHAT or in-school counsellor.

Specialist advice from services such as the Occupational Therapy and Physiotherapy is sought where appropriate to support the school to make adaptations to meet the needs of individual students.

7. Consulting and involving parents

Attainments towards the identified outcomes will be shared with parents at their annual review if the child holds an EHC plan. If a student is on the wider SEN register parents will be informed of their progress on a regular basis with communication from their form tutor and/or key worker. Parents will also receive updates on progress through the school reporting system and Parents' Evenings. Parents may also find the SIMS app a useful tool to monitor behaviour and attendance. If parents feel concerned about their child's progress they are encouraged to contact the relevant subject teacher, Head of Department, Head of Year or SENCo to discuss their concerns and share information which could impact on the child's progress.

The Thomas Adams School Website will be the main point of contact for information with regard to the school calendar, events, key policies and the school newsletter.

If you have ideas on support you would like to have access to in order to further support your child's learning, please contact the SENCo or the Deputy Headteacher (Personal Development).

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

On a daily basis the pupils have access to their form tutor to discuss any concerns or issues they might have.

Progress is discussed with pupils initially with the class teacher, if any concerns arise then with the HOD / HOY.

If the pupil is on the SEN register or has an EHC plan the SENCO and learning support department will be involved in discussions around further interventions.

9. Complaints about SEN provision

If for any reason you are not happy with the provision of SEN in supporting your child. The preferred route would be to inform the SENCo using the contact details rt1@thomasadams.net

Who can you contact for further information or if you have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's form tutor / head of year
- The SENCo
- The Headteacher

For complaints please contact the School Governor with responsibility for SEN (Mrs Jo Hickson) who can be contacted through contacting the main school telephone number 01939 237000, postal contact to the school's address Thomas Adams School, Lowe Hill Road, Wem, SY4 5UB, or email via the enquiries@thomasadams.net.

- Parents can follow Thomas Adams School general complaints procedure located on the school's website if they feel this is appropriate.
- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service www.iasnetwork.org.uk.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if the school or LA has discriminated against your disabled child.

10. Working with other agencies

The school uses the services of a number of external agencies to support the needs of the children at the school.

The LA Hearing and Visual Impairment services support identified students on each EHC plans. We have a school counsellor, and an ELSA who support the social and emotional needs of the pupils. We have teaching assistants who are trained to deliver 6 week programmes in anxiety management and anger management. We have an educational physiologist who we use to assess and make recommendations for the school.

We work closely with the local authority SEN Team and are in regular communication to support the needs of our pupils.

11. Contact details of support services for parents of pupils with SEN

Our local authority's local offer is published here: <https://www.shropshire.gov.uk/local-offer/>

12. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Year 6 to 7 transition:

- A planned introduction programme is delivered in the summer term for all students transferring from Year 6 into Year 7. Parents/carers are invited to the Year 6 to 7 transition evening.
- The SENCo will also attend the last annual review within the Primary School setting. The previous school records will be requested immediately.
- Identified students have been supported by Woodlands Outreach Services to assist in transition arrangements.

Post 16 or 18 Transition:

- Thomas Adams School has a teaching assistant who is specifically allocated to work with young people in the sixth form
- There is a robust handover between lower school and the sixth form, where the SENCo meets with the Head of Sixth form to insure all students with SEN are identified so their needs can continue to be met and progress made in the next phase of their education

- For those students on an EHC plan who choose an external post 16 provider, this provider attends the final annual review meeting in Year 11 alongside the School IAG adviser. Students with an EHCP are identified as the first students to meet with the IAG adviser in the autumn term of Year 11 to support them with their Post 16 applications. The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014. This places a duty on schools to secure independent careers guidance for all Yr8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. The IAG advisor will complete a 'moving on plan' for the student to ensure needs are fully communicated.
- Parents may want to examine the options identified in the LA Local Offer which sets out details of SEN provision – including the full range of post-16 options and support available to young people with SEN and disabilities to help them prepare for adulthood, including getting a job. This can be found at: <https://www.shropshire.gov.uk/local-offer/>