

Thomas Alleyne's High School's SEN Information Report / Local Offer

What is the "Local Offer?"

Thomas Alleyne's High School's SEN Information Report / Local Offer is information for parents/carers of children who have Special Educational Needs (SEN) and for all those who support children with additional needs or disabilities. This information outlines the support and provision they can expect to receive if they choose Thomas Alleyne's High School for their children.

Our commitment

Thomas Alleyne's High School is committed to the concept of a comprehensive, inclusive education which offers all students the chance to succeed. Students with SEN work in a positive and supportive atmosphere. There is a commitment to providing the best possible universal provision for all starting with quality, dyslexia friendly teaching in every classroom. This encourages pupils to have a greater sense of commitment to the school and their education and has a positive impact on raising achievement. Additional support is available, when required, for students of any year group and of any ability. When provided it is with the intention of increasing access, raising attainment, encouraging ambition and improving attitudes. Rather than modifying expectations for students we believe in providing differentiated and individualised support where necessary, whether that be within class, in small groups or one-to-one. In this way, all students are able to reach their full potential in terms of learning and extra- curricular participation.

How does Thomas Alleyne's know if young people need extra help and what should I do if I think my child may have special educational needs?

A student may be identified as having a Special Educational Need at any stage during his/her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention. The need may be in one of four areas: Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health or Sensory/ Physical. At Thomas Alleyne's we might identify that a student requires additional assessment and targeted support through the following initial processes:

- Middle School liaison for Year 8 students transferring into Year 9
- Literacy and Numeracy screening assessments for all of Year 9 and Year 12 students
- Identified limited progress being made across subject areas
- Teacher concerns leading to referral to SEN department
- Parental concerns
- Student self-referral
- Pastoral leader concerns

If you feel that your child may have Special Educational Needs then you should contact the SENCO Mr D Godwin or Ms Lacey on 01889 561820. Once a student has been referred they will undergo a more detailed assessment.

How will Thomas Alleyne's staff support my child?

Thomas Alleyne's is committed to high quality teaching for all. Teaching staff will support individuals at a level appropriate to their needs through effective differentiation and resource adaptation in the classroom. We are a Dyslexia Friendly School and all lessons and resources will be presented in dyslexia friendly formats. Teaching staff are expected to take full responsibility for the progress and achievement of all learners in their classroom including those with SEN - this includes making "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of classroom teaching is monitored through a number of processes which include classroom observations by the senior leadership team, work sampling and whole school pupil progress tracking.

Additional support may be provided based on an up to date assessment of the student's needs. This support will follow the process of Plan, Assess, Do, Review and will work towards clear outcomes which are listed on the student's Learning Needs Passport. Additional support includes:

In the classroom	Small groups	One to one
Dyslexia Friendly strategies Quality First Teaching Learning Support Assistant Use of netbooks Resources - reading rulers, pen grips, stress balls Study techniques e.g. mind mapping	Literacy Workshop (Y9) Numeracy Workshop (Y9) Coursework support (Y10) Handwriting Rescue (All years) Study Buddies Social Club Head Start Homework Support	Paired reading (Y9) Revision mentoring (Y11) Exam Dispensation preparation (Y10) Literacy tuition (All years) Touch Typing

How will the curriculum be matched to my child's needs?

When a pupil has been identified with Special Educational Needs their work will be differentiated by the class teacher to enable them to enjoy equal access to the curriculum.

Where appropriate a Learning Support Assistant will be allocated to support students either within the classroom or to deliver an appropriate intervention. In all cases clear objectives will be set and progress monitored. In no way will an LSA replace the role of a teacher. Their aim will be to facilitate learning and to support the students in developing independent study skills.

If a student has been identified as having Special Educational Needs they will devise in collaboration with their lead LSA and their parents a Learning Needs Passport. This will be used to inform teachers of their preferred working styles and also to monitor progress against the objectives identified for them.

A bi-annual review meeting will take place for all students on the SEN register. This will be to review the Learning Needs passport and the progress made towards the objectives for the student. The student, their parents and the lead LSA will all attend. During each review a decision will be made as to whether the students' needs have been met, in which case they will move off the SEN register or whether further interventions are required.

How will school and I know how my child is doing?

As part of the bi-annual review of the Learning Needs Passport data will be collected about your child. This will include target grades, estimated grades, and literacy or numeracy scores if appropriate.

Any other information will be communicated with you on an individual basis by your child's teachers, Head of House or Student Support Assistant. This will include any issues with attendance or behaviour.

The SENCO will be available during each of the Parents' Evenings through the school year. You do not need an appointment - just drop in to discuss any concerns.

How will school help me to support my child's learning?

SEND staff will be present at scheduled parents' evenings, as well as having a SEND tea party. For this academic year the dates are –

SEND evening – Thursday 22nd November

Revision Evening – Tuesday 26th March 2019

SEND celebration evening/Transition evening – Tuesday 11th June 2019

These events provide an opportunity for you to meet the SENCO, talk with your child's LSA, listen to presentations, collect resources and speak with other parents.

What support will there be for my child's overall well-being?

Every half term the progress of SEND learners will be reviewed. This will include looking at attendance, exclusions, bullying incidents and credits received. Where there are differences between the data for SEN students and that for the whole school the SENCO will investigate further and put appropriate steps in place to close the gap.

Within Thomas Alleyne's we have a strong pastoral House system. Each SEND student will have an assigned Learning Support Assistant as well as having access to the Student Support Assistant for their house. The LSA and SSA will work together to meet the pastoral needs of each student.

Where pastoral needs are identified we have a range of interventions to support students. These include lunch clubs, social clubs, and access to counselling through YESS service.

School has a designated medical office which is staffed by our trained medical officer. She is responsible for the upkeep of the Medical Needs Policy as well as overseeing the Medical Care Plans for all students with medical needs.

What specialist services and expertise are available at or accessed by Thomas Alleyne's?

The learning Support Assistants at Thomas Alleyne's all have an area of specialism in which they are trained and experienced.

Sharon Lacey (Deputy SENCO) - Autism/Social, Emotional and Mental Health

Amanda Perrett – Maths/Intervention

Kate Wallbank – Dyslexia Co-ordinator/Literacy

Nicola Carder – Hearing and Vision Impairment / Science

Lisa Macmillan – Literacy/ Intervention

Rebecca Hawthorne – Humanities

Milly Bates – Health and social care

Naomi Smith – Farm / Practical Intervention.

Outside Agency support includes:

- o School nurses
- o Ethnic Minorities Assessment Team (EMA)
- o Child and Adolescent Mental Health Service (CAMHS)
- o Speech and Language Service
- o Autism Outreach
- o Visual Impairment Support Service
- o Hearing Impairment Support Service
- o Careers
- o YESS counselling service
- o The Pupil Referral Unit (PRU)
- o Staff
- o Educational Psychologist
- o Entrust - careers and special needs support service
- o Education Welfare Officers

At the bi-annual review of the Learning Needs Passport it may be agreed that a referral to one of these agencies is required.

Work with these agencies regularly includes staff training, advice to the SENCo, meetings with students, interventions for students and parent talks at the termly parent drop ins.

What training are the staff supporting young people with SEND having?

Every teacher is a teacher of students with SEND and it is important that they receive regular training to provide effective classrooms. All teachers have a training update at the beginning of each academic year. In addition, there is an annual programme of training opportunities they can attend. The programme includes:

- Supporting a student with ASD (level one training)
 - Attachment Disorder: What is it and how can teaching staff ensure that students are able to achieve their full potential.
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Specific training for the Learning Support team includes:

- Emergency medication training (epilepsy)
- Evac Chair training
- Effective home-school communication
- ASD training
- Child Protection
- Use of diagnostic assessments
- Delivering effective interventions for numeracy and literacy

In addition, all trainee teachers and new Learning Support Assistants receive a training package on arrival.

How will my child be included in activities outside the classroom including school trips?

Students with additional needs are encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure they are able to participate.

For students with medical and physical needs any issues around trips and activities will have been discussed and addressed with parents in their care plan. It may be necessary for staff to receive additional training.

How accessible is the Thomas Alleyne's environment?

Measures in place to enable access to school for pupils and parents include:

- Lift in main school building to allow access to first floor
 - All ground floor areas are accessible by ramps
 - All stair and step edges are marked with high visibility tape/ paint
 - Disability toilets are available by the school hall and in several teaching areas
 - Clear signage around school and on all classroom doors following Dyslexia Friendly guidance
 - All stairs have banister rails on at least one side
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Our school building is an old one, however, with several unconnected areas across several floors. Some of these are inaccessible to wheelchair users as there are no lifts. If a student has physical or sensory needs these will be audited on arrival and reasonable adjustments made to ensure they enjoy the best access possible. This may include relocating a class to a more accessible room.

The department has purchased an EVAC chair which is used to remove students from high risk situations if they are physically restricted or unable.

How will Thomas Alleyne's prepare and support my child to join the school and also later to transfer to college or the next stage of education and life?

We have an established programme to support Year 8 students in the transition into Year 9. This includes:

- An additional transition day for students with SEND. In the morning Thomas Alleyne's Learning Support Assistants visit them in their schools and collect information from their current teachers. In the afternoon they are invited to Thomas Alleyne's for a tour and a snack in the canteen.
- Parents of Year 8 students are invited to a SEND Open evening in the summer term to meet the SENCo and LSAs and to see work from our current students.
- A highly successful intensive transfer process for vulnerable and ASD students. This is individual to the student and planned around their needs. It may include several visits to school, the production of a photo book and completion of "getting to know you" paperwork.

We have a named careers officer through the Entrust service. She can be available on SEND open evenings to speak to parents and students. She also meets with all students with an EHC plan prior to their annual review meetings. All students on the SEND register will discuss future aspirations with their lead LSA and their

parents as part of their bi-annual review meetings. These discussions will be used to plan any future needs - these might include visits to college or additional appointments with the careers advisor.

How are Thomas Alleyne's resources allocated and matched to young people's special educational needs?

The SENCO is responsible for the allocation of the SEN budget. They use the recommendations of the EHC plans as well as the identified needs of the School Intervention students based on the data analysis each half term to make decisions.

How is the decision made about what type and how much support my child will receive?

All decisions regarding the support and resources allocated to each student are made based on the most recent data. This includes target grades, estimated grades, teacher comments, attendance figures, behavioural statistics and literacy and numeracy scores. The bi-annual Learning Needs Passport review meetings will be an opportunity for the student, parent and lead LSA to review the current support package, to determine whether it is working and to make changes if necessary.

How are parents involved in Thomas Alleyne's? How can I be involved?

In addition to the parental drop in sessions listed above we are committed to the inclusion of parents at a strategic level. We regularly collect data and feedback for the SEND parents in order to quality assure the department and ensure that a high level of satisfaction is felt by our parents. If you require feedback please contact the SENCo on 01889 561820, or else email the school office.

Who can I contact for more information?

If you require independent support or advice contact the Staffs SEND Family Partnership on 01785 356921 or email sfps@staffordshire.gov.uk

Concerns can be raised with the school at any time and will often generate an immediate response, which will resolve the concern. If you have concerns regarding the SEND provision for your child you could raise these with their lead learning support assistant of the SENCo. On some occasions the concern raised may require investigation in which case you will receive an informal but informed response within a day or two. The vast majority of concerns will be satisfactorily dealt with in this way. However, if you are not satisfied with the result, please contact school either by sending a letter addressed to the Headteacher or email in via the office – office@tahs.org.uk.

For more information about support for SEND learners in Staffordshire please visit the local authority's Local Offer on <http://www.staffordshirecares.info/pages/general>

If you require more information about SEND at Thomas Alleyne's please phone school to speak to the SENCo or Deputy SENCo (Mr Godwin or Mrs Lacey) on 01889 561820.
