



# SEND Information Report

## October 2025

## Academic Year 2025-26

### Purpose of the SEND Information Report

At Thomas Alleyne's High School, we are committed to ensuring that all students, regardless of their specific need or ability, make the best possible progress in school. This SEND information report sets out the kinds of special educational needs for which provision is made at the school. Information, about the school’s policies for the identification and assessment of pupils with special educational needs and the provision for pupils with SEND.

### 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. Our Vision for students with SEND is stated clearly ‘to have an education experience inclusive and ambitious for all which takes students to the CUSP of learning.

### ‘Cusp of learning’

- C – Challenge them all appropriately.
- U – Universal objective.
- S – Scaffolding that is appropriate to achieve the overall objective.
- P – Precise teaching to deliver specific adaptive teaching to support student needs.

Students with SEND work in a positive and supportive atmosphere. There is a commitment to providing the best possible universal provision for all starting with high quality, inclusive 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 high quality adaptive teaching 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.

### 1. What type of SEND does the school provide for?

At Thomas Alleyne's High School we provide additional and/or different provision for students with the following types of SEND:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia



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	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

As of October 2025

As of October 2025, 191 students were on the SEND register. Students on the SEND register are those that receive support that is 'additional to' or 'different from'. Students on the SEND register will be coded appropriately as either 'K' or 'E' and will have a Pupil Passport generated with their child's assigned key worker which will identify barriers to learning and strategies to support them in school. These are updated bi-annually with a formal meeting at Passport Review Day hosted on site with the SEND team. Parents and students are invited to attend. Students are not permanently placed on the SEND register and can be removed if they are no longer requiring support that is 'additional to' or 'different from' the mainstream curriculum.

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
50	7	90	8	30	6	21	2

## 2. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

At Thomas Alleyne's High School all students receive high quality first teaching, focusing on class, group and individual learning. The progress and attainment of all students is reviewed every term by the subject teachers, curriculum leaders and the leadership team at which time provision may be adjusted to meet identified needs. You will normally be informed about your child's progress and targets through three reports and an annual Parents'



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Progress Evening. Throughout the year there are additional consultations specifically for SEND students too, these are done so through bi-annual SEND Pupil Passport Review Days. If a student continues to have difficulty after any support or intervention or has a higher level of difficulty when they join us, they may be considered to have special educational needs and/or disability (SEND) and be placed on the SEND register. Parents/carers will be informed of this and a collaborative approach adopted, in order to plan and review next steps. If you think your child may have a special educational need then you should contact Mr Biggs (Assistant Headteacher: SENDCO) or Mrs Neill (Assistant SENDCO) in school, through the school office (01889 561820) or on [j.biggs@i2e.org.uk](mailto:j.biggs@i2e.org.uk)/[c.neill@i2e.org.uk](mailto:c.neill@i2e.org.uk).

### Transition

The SEND team work closely with all our Middle School partners to ensure a smooth transition for students with SEND to high school. Throughout the academic year the SENDCO will liaise with Middle School SENDCOs regarding students arriving the following academic year. In doing so, those identified as needing additional support will be discussed and planned for. Students on the East Staffordshire SEND and Inclusion Hub will also be considered for additional support.

During the year there will be a series of 5 'Outreach' days offered as part of an 'Enhanced Transition' offering the opportunity for students with SEND to visit Thomas Alleyne's and work with the SEND team. Additionally, the SENDCO/Assistant SENDCO conducts termly visits to the Middle Schools to meet, and support students arriving at Thomas Alleyne's the following year.

Where appropriate to do so the SENDCO may attend Annual Reviews for Year 8 students with an EHCP who will be transferring to Thomas Alleyne's the following year. The same can be done for students with PEP or TAF meetings.

Students are also offered the opportunity to attend Thomas Alleyne's Summer School which runs in the summer holiday.

### Identification of SEND need

Throughout the academic year staff members may raise concerns about a child having an unmet SEND need. All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning.

If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN. In doing so staff will complete an early round of Assess, Plan, Do, Review to monitor the impact of support implemented. The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's



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teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEN support plan for them.

If a parent feels their child has SEND needs they should contact their child's class teachers for feedback in lessons first. They can then use this information to decide if they have any further queries. Following this they should contact the SENDCO to discuss this further.

#### **1. How will the school staff support my child?**

We have a highly experienced team of staff who may be involved in supporting your child at Thomas Alleyne's High School. These include:

##### **The subject teacher/curriculum leader**

Student progress in a particular subject is measured and monitored by the subject teacher, this monitoring then allows the teacher to plan and ensure delivery of additional support for all students and students with SEND within their class (supported by the SENDCO/Assistant SENDCO and Teaching Assistants). The curriculum leader monitors the progress of all classes and therefore individual students within their department; they also monitor the effectiveness and quality of teaching and learning across the department or curriculum area. Both these roles ensure that all students are able to access the curriculum and the staff will liaise with the SENDCO to identify, monitor and assess pupils with SEND. If a student has a Pupil Passport (PP) or an Education Health Care Plan (EHCP) then the advice, strategies and differentiation included, informs class teaching and these plans are available for all staff and are shared at every opportunity.

##### **The Special Educational Needs Co-ordinator (SENDCO)**

The Special Educational Needs Co-ordinator (SENDCO), Mr Biggs, is responsible for overseeing, regulating, co-ordinating and evaluating the day-to-day policy and practice for pupils with SEND. Mr Biggs is an Assistant Headteacher at Thomas Alleyne's High School and works collaboratively with the School Leadership Team.

##### **The Deputy Special Educational Needs Co-Ordinator (Assistant SENDCO)**

The Assistant Special Educational Needs Co-Ordinator (Assistant SENDCO), Mrs Neill, are, along with the SENDCO, responsible for providing pastoral support to students on the SEND register; providing comprehensive assessment to develop support plans (PP's) and programmes for students and supporting in the monitoring and evaluation of these programmes. Mrs Neill line manages the Teaching Assistants and quality assures the provision they provide.



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### Teaching Assistants

Teaching Assistants (TAs) are assigned to support groups with high proportion of SEND need in the class. They also help support groups and individual students with their learning and in certain cases outside of the classroom, as specified in their Pupil Passport (PP).

### Specialist Support

Sometimes school may commission specialist support to work with identified students with a particular focus e.g. an Educational Psychologist, Behavioural Support Services, Autism Outreach Team, Speech and Language Therapists or Occupational Therapists. Some of our students also have specific support from the Hearing Impaired and Visually Impaired services.

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

Subject teachers (supported by the SENDCO & Assistant SENDCO) will assess your child to identify their strengths, needs and the extra help they require, they will adapt their provision and teaching to the students' needs. This may involve additional support from a Teaching Assistant in class, small group or individual support out of class or alternative resources ICT access or visual prompts. Following this, if your child continues to have difficulty, we may seek professional advice from specialist support services such as Speech and Language Therapists, Visual/Hearing Impairment teachers, health professionals, special educational needs support teachers and Educational Psychologists.

### Education, Health and Care Plan (EHCP)

If your child's needs are complex or severe and progress is not being made we may suggest that we ask the local authority for an education, health and care needs assessment. This assessment could ultimately lead to an Education, Health and Care Plan (EHCP), which will describe your child's SEND and the specify the provision they should receive. The EHCP can include provision for specific funding, staff time, special equipment and/or attendance at a school with specialist resourced support. This additional provision is reviewed annually or sooner if required and would include parent/carers, keyworker TA, Local Authority representative (where applicable), SENDCO/Assistant SENDCO and the student. If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to our Assistant Headteacher: SENDCO – Mr Biggs or Assistant SENDCO – Mrs Neill through the school office (01889 561820) or on [j.biggs@i2e.org.uk](mailto:j.biggs@i2e.org.uk)/[c.neill@i2e.org.uk](mailto:c.neill@i2e.org.uk).

### 3. How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Thomas Alleyne's High School we value the importance of a good collaborative relationship between school, parents/carers and the child. All parents are kept informed about their child's attainment, progress and targets for development through three written reports and an annual Parents' Progress Evening (years 9-13). In our Sixth Form there are three written reports. However, where children require additional SEND support, bi-annual Pupil Passport reviews will take place to assess progress and plan the next steps and provision on their Pupil Passport (PP). Your

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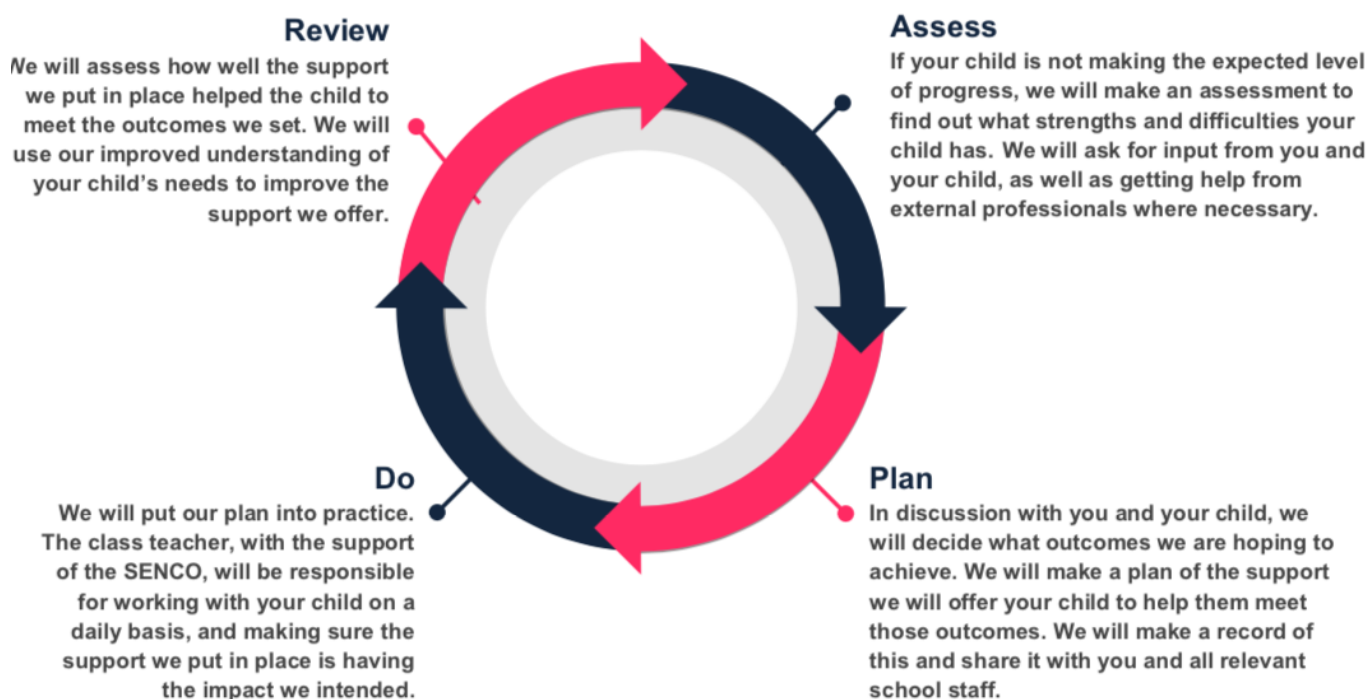
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child's keyworker TA will contact you to discuss recommendations on how to support your child at home, as well as to hold a general review of progress against targets and to adjust classroom and intervention strategies. Where specialist SEND support is required, meetings with outside support agencies will be held as required. Annual reviews of EHCPs will be held annually or sooner if required and will include parent(s), keyworker TA, SENDCO/Assistant SENDCO and any other agencies or Local Authority representative involved and the student themselves. Please feel free to contact your child's keyworker TA at any time in school via phone call or the email address found on the school website.

#### 4. How will the school monitor my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child to achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

#### 5. How will I, and my child, be involved in decisions made about their future



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At Thomas Alleyne's we believe in a child centred approach to their education. This means both they, and their families are involved in all aspects of their learning and decisions made regarding their education. Throughout the year students have academic reports published with effort and attainment levels.

Additionally for students with SEND they will have 2 'SEND Pupil Passport Review Days' offering parents and students the chance to meet with their SEND Keyworker to discuss progress, amend agreed strategies, and set clear outcomes for your child's progress. Following this the amended Pupil Passport will be shared with staff.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed.

#### **6. How will the school adapt its teaching for my child?**

Thomas Alleyne's High School aspires for students to access the highest quality teaching in every lesson of every day. As such our commitment is to ensure that these are inclusive and enable students to thrive, including those with SEND.

Staff are encouraged to make reasonable adjustments to support students with SEND. Staff are aware of specific need and strategies from the students Pupil Passports. Staff are encouraged to use adaptive teaching techniques use the 'AAA' method:

A – Anticipate Barriers

A – Adapt practice to support students

A – Assess learning and impact of support

In doing so staff will ensure that the learning environment is suited to all learners, and enables students with SEND to thrive.

Staff are regularly trained on reasonable adjustments and adaptive teaching practice methods, and these strategies are regularly referred to in Pupil Passports.

#### **7. What support will there be for my child's overall wellbeing?**

Thomas Alleyne's High School aims to support our students, with the co-operation of their parents, to develop into happy and confident individuals with lively and enquiring minds. We are very proud of our school and what our young people achieve. We are a warm and welcoming community of students, staff, parents and governors, who work together to make this a school where individuals are challenged to be the best they can be. High expectations lead to high levels of achievement. Therefore, we set high standards for our students to ensure that the school provides a calm and purposeful environment where students can thrive. Our successful pastoral system is





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underpinned by our school motto of opportunity, progress and individuality. Our school offers opportunities to experience creativity, we also have the high expectation that students will gain the well-developed knowledge and skills that come from hard work and hard thinking and will prepare them best for success in examinations and in later life. We plan for the highest aspirations and take great pride in our achievements. We aim to ensure that all students have positive attitudes to learning, and are all helpful, kind and dedicated members of the school and wider community who care about each other. Students are effectively supported by the pastoral system and SEND department based in Keeling House. Our curriculum is designed to meet the needs of all our students and ensure that they have the necessary skills to progress through education and become successful young adults, able to engage fully and contribute positively to society. All students at Thomas Alleyne's High School are instrumental in the further development of the school. The Student Leadership Team, prefects and other student leadership groups are a vehicle for this process, acting as a 'student voice' and promoting and shaping ideas for development. We also use positive behaviour strategies and rewards, to celebrate individual achievements and differences, encouraging students to effectively evaluate their own behaviour; helping them to grow into responsible young people who can make the correct choices in life. The school has a robust Anti-Bullying and Equality Policy and provides students with opportunities to learn about bullying and discrimination and enable them to report any issues to the pastoral team. Our talented pastoral team provide effective support for wellbeing and our school supported by our Designated Head of House, Miss Thorley, that leads on Mental Health supported by our Safeguarding team led by Mrs Major, Assistant Headteacher.

### Medication

Thomas Alleyne's High School follows the Staffordshire County Council guidelines on the administration of medicines in school. Should your child require medication to be administered during school hours or if your child has a specific medical condition, a Care Plan, (detailing your child's individual medical condition, requirements and action to be taken) and a medication administration form (detailing the exact medication and dosage) needs to be completed by the parent before medication can be administered. Students with medical conditions are added to the Medical Register which is shared with staff.

### 8. What specialist services and expertise are available at or accessed by the school?

Should concerns regarding progress and attainment remain, following the additional SEND support provided by the school, then support will be sought from one of the relevant local authority, national or medical specialist support services/agencies.

These include, but are not limited to:

- Staffordshire Local Authority and Independent Support Services
- Staffordshire Specialist Support Service (SSSS) –Hearing Impairment, Visual Impairment, Autism Outreach Team (AOT), Autism and Sensory Support in Staffordshire (ASSIST)
- Entrust Education Support Service (SENSS):Behaviour or Learning
- Staffordshire Families First (including the Local Support Team - LST)
- Children's Choice Occupational Therapy
- Speech and Language Therapy Team
- Outreach Services from Specialist Schools/Units
- Physical Difficulties Support Service – (PDSS)
- Educational Psychologists





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- East Staffordshire SEND and Inclusion Hub
  - Occupational Therapists
  - Physiotherapists
  - Speech and Language Therapists
  - School Nursing Service
  - Visionary Pathways (VIP)
  - Child and Adolescent Mental Health Service (CAMHS)
  - YESS (Your Emotional Support Service)
  - DIP (District Inclusion Panel)
  - Malachi Family Support Service
  - MHST (Mental Health Support Teams)
  - EWO (Educational Welfare Officer)
  - YOP
  - Action For Children
  - Catch 22
  - Prevent

Younger Mind The Staffordshire Local Offer can be found at Staffordshire Connects:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

#### **9. What training have the staff supporting children and young people with SEND had or are having?**

In order to ensure our staff, have the skills and knowledge to support children with SEND—there is a programme of on- going training both in school and elsewhere as well as that provided by key specialists involved with individual pupils.

Training and information provided to date includes:

- National Award for Special Educational Needs Coordinators by NASEN – NASENDCO
  - Part of the WSS/NASEN/EEF/MMU National SEN Review Trial – SEN audit/peer reviewer training
  - Dyslexia provision
  - British Dyslexia Association
  - Dyslexia Association of Staffordshire (DAS)
  - Understanding Autism, Asperger's & ADHD
  - Autism/ADHD/ADD awareness and support planning
  - Trauma & Attachment training
  - Mental Health awareness training
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- Mental Health First Aid Training
- Positive management of challenging behaviours for students with SEND
- Training on the use of diagnostic assessments
- Staffordshire SEN/Inclusion updates
- Information disseminated on: hearing impairment; visual impairment; Tourettes; ADHD; ASD; ODD; Aspergers; Macular Dystrophy; Marfans Syndrome; mental health and specific medical conditions.
- Attendance at the National SEND Conference
- The SEND Code of Practice 2014
- Effective use of Pupil Passports Plans (PPs) in the classroom
- Hearing Impairment – how to support students in the classroom
- Visual Impairment – modification of resources and how to support students in the classroom

#### **10. How will my child be included in activities outside the classroom including school trips?**

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra-curricular activities, curriculum visits, visitors and trips as well as the school ethos, which permeates all aspects of school life. All students are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and pupils are consulted closely as to the nature of the adjustments required and any Care Plan or Risk Assessment is written and made available to all staff accompanying the visit.

Additionally, the SENDCO annually updates the school Accessibility Policy following an audit of the school site. This is completed with the Business and Facilities Manager with the view of ensuring the site is accessible to all students, and adjustments made where possible.

#### **11. What support is in place for looked-after and previously looked-after children with SEND?**

The SENDCO also is the school Designated Teacher responsible for the co-ordinating the provision of all Looked After and Previously Looked After Children.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

#### **12. How accessible is the school?**

Thomas Alleyne's High School continues to be proactive in removing barriers to students and members of the community that have special educational needs or disabilities and may wish to access the school's facilities. Action already taken includes the creation of a dedicated SEND Department based in Keeling House. All resources and policies are available in enlarged print or electronic form if requested/required and are routinely processed on buff paper. Specialist equipment is made available to staff/students when required; Teaching Assistant time and staffing have been increased and SEND awareness and specialist training is made available to staff on a regular



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basis. Classrooms are equipped with interactive whiteboards and networked PCs. The school also has laptops all of which are wireless and connected via the school's network, some SEND students use tablets/iPads to access work.

### **13. How will the school prepare and support my child to join the school, transfer to a school or the next stage of education and life?**

Thomas Alleyne's High School works closely with all settings to ensure that transition to or from our school is as smooth for the child/young person as possible. On transition from middle school, the SENDCO and Assistant SENDCO meets or has contact with the class teachers, middle school SENDCO and any other agency involved with the child to share all relevant information and to plan next steps and appropriate provision; this may include the application for additional needs funding or an educational health and care needs assessment. In addition to this transition meeting, visits to the new setting can be planned, along with a transition passport or pack being provided. Transition meetings for pupils with an EHCP plan are held and a transition report submitted to the local authority, highlighting any need to amend or change the EHCP plan. Parents may also request to meet with the SENDCO and their views and suggestions will always be taken into account. On transition to Key Stage 5, for a student with an EHCP plan, a meeting is held with the SENDCO and Head of Sixth Form or representative from the further education or training institution as well as the student and parents to share information and relevant documentation. For students with SEND – Additional Need, records and information are transferred to the further education or training institution in a timely fashion. Where possible across the academic year the SENDCO will have a range of meetings with the relevant staff in both middle and junior schools to ensure a smooth move into high school.

### **14. How are the school's resources allocated and matched to children's special educational needs?**

In Staffordshire, all mainstream schools have funding within their delegated budget to support pupils with special educational needs (SEND). They receive this through a funding formula that reflects the incidence of SEN measured in various ways, these include:

- attainment levels
- number of students eligible for Free School Meals or Pupil Premium Funding
- numbers of pupils with identified SEND

### **15. How is the decision made about which type and how much support my child will receive?**

In addition to the range of statutory and non-statutory class based assessments, a range of formative and diagnostic assessments are used by the school and SEND specialists to identify individual needs and to plan additional support relevant to each student's individual needs. Following an assessment of the child's need the provision will be supplied through a waved approach, with increasing support dependent on funding. Within each wave are a range of provisions which are available to students, these are assigned based on need and can change with a graduated approach. Please also refer to our SEND Policy on our website. All students with identified SEND additional need will have a PP and a keyworker TA.

### **16. How are parents/carers and students involved in the school and in the provision made for students with SEND?**



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We believe that working together in partnership with parents/carers is essential in order to prepare every child with the necessary skills to succeed in an ever changing world. Therefore, parental interest, encouragement and support are vital to a child's educational development and happiness. We therefore encourage parents/carers to become involved in school life through accessing our Round Up notices that are made available daily on our website, Facebook and Twitter accounts. Parents/carers of students with identified SEND additional need or an EHCP will receive a PP which can be reviewed and revised with suggestions from parents. Parents/carers of students with an EHCP will additionally be invited to take part in the annual review of the EHCP with the local authority. Parents/carers are also invited to contact their child's keyworker TA, SENDCO or subject staff with any questions, concerns or queries. Students have an electronic planner (eplanner) – we invite parents to regularly review this. If they have an identified SEND additional need or an EHCP, students are involved in reviewing this at least termly and adjustments made to strategies and provision. If they have an EHCP they will be involved in reviewing their own plans at their annual review. All students have direct and email access to all staff and their keyworker TA as well as the SENDCO.

### **17. Who can I contact for further information?**

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your child's keyworker TA or our Assistant Headteacher: SENDCO Mr Biggs or Assistant SENDCO through the school office (01889 561820) or email [j.biggs@i2e.org.uk](mailto:j.biggs@i2e.org.uk) or [c.neill@i2e.org.uk](mailto:c.neill@i2e.org.uk)

In the first instance please contact your child's allocated SEND keyworker.

Our Equality Policy, Equality Action Plan and SEND Policy can be found on our website and SEND page.

The Staffordshire Local Offer can be found at Staffordshire Connects:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Independent advice and guidance for parents/carers/ carers of students who live in Staffordshire can be found through the SENDIASS Family Partnership on: <https://www.staffs-iass.org/home.aspx>