



# SEND Information Report

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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.

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

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

### **1. 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' Progress Evening. Throughout the year there are additional Parents Evenings specifically for SEND students too. 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 Oliver (Deputy SENDCO) in school, through the school office ([01889 561820](tel:01889561820)) or on [biggs@tahs.org.uk](mailto:biggs@tahs.org.uk)/[oliver@tahs.org.uk](mailto:oliver@tahs.org.uk).



## 2. 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/Deputy 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 (EHCPP) 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 (Deputy SENDCO)**

The Deputy Special Educational Needs Co-Ordinator (Deputy SENDCO), Mrs Oliver, 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 Oliver line manages the Teaching Assistants and quality assures the provision they provide.

### **Teaching Assistants**

Teaching Assistants (TAs) are assigned to support specific students in 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.



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

Subject teachers (supported by the SENDCO & Deputy 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/carer, keyworker TA, Local Authority representative (where applicable), SENDCO/Deputy 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 Deputy SENDCO – Mrs Oliver through the school office ([01889 561820](tel:01889561820)) or on [biggs@tahs.org.uk](mailto:biggs@tahs.org.uk)/[oliver@tahs.org.uk](mailto:oliver@tahs.org.uk).

### 4. 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, termly, (in some cases half termly) reviews will take place to assess progress and plan the next steps and provision on their Pupil Passport (PP). Your 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/Deputy 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 phonecall or the email address found on the school website.



## 5. 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 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 Brooks, 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.



## 6. 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 (SENS):Behaviour or Learning
- Staffordshire Families First (including the Local Support Team - LST)
- Outreach Services from Specialist Schools/Units
- Physical Difficulties Support Service –(PDSS)
- Educational Psychologist
- SEND Hub
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- School Nursing Service
- 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>

## 7. 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
- 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 SEN 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





## **8. 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.

9. 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 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. Additional resources for SEND pupils are secured via the local authorities' specialist support teams or via the application to the local authority for additional educational needs (AEN) funding.

## **9. 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 Deputy 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.





## **10. 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

## **12. 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.

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

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 mad 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.

#### 14. 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 Deputy SENDCO through the school office ([01889 561820](tel:01889561820)) or email [biggs@tahs.org.uk](mailto:biggs@tahs.org.uk)/[oliver@tahs.org.uk](mailto:oliver@tahs.org.uk).

If your child has an allocated keyworker please contact them in the first instance on the email address found on your child's PP. 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>

