

The Thomas Lord Audley SEND Information Report

September 2020

Introduction

The Thomas Lord Audley School is an 11-16 comprehensive school which admits students to the school in line with the school's admission procedure. The school believes that all young people are entitled to an education that enables them to:

- Achieve their best
- Develop their independence and resilience
- Become confident individuals, living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The Thomas Lord Audley School is committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or abilities. The school's aim is "Learning through Excellence" and this is the same regardless of pupils' abilities or needs. TLA is committed to narrowing the attainment gap between SEN and non-SEN students through a variety of evidence based interventions.

Identifying SEND

The school recognises that a student or young person has SEN if they have a learning difficulty or disability which requires special educational needs provision to be made for them and, as defined in the Special Educational Need and Disability Code of Practice: 0 to 25 years (2015). This is referred to as having needs additional to and different from their peers. The school accepts that a young person has barriers to their learning or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Their needs are not able to be met through high quality teaching (HQT) with adjustments made to cater for their SEN by the subject teacher.

A diagnosis will not necessarily result in the student being placed on the SEN register for if the student's needs can be met through HQT then this is not necessary. The Learning Academy makes available all staff awareness documents for the four categories of SEN with advice as to how to meet the needs of students who may have needs though who do not need to be added to the SEN register. This information is updated termly.

Additional Needs

Students' needs that are additional to and or different from their peers are identified in many different ways including the following:

- Liaison with previous school
- Pupil performing below age related expected attainment/progress.
- Concerns raised by parents/carers
- Concerns raised by the teacher/pastoral team/LSAs
- Liaison with outside agencies
- Diagnosis by a medical practitioner
- Observations by SENCO or members of the Learning Academy.
- Liaison with and or information from medical professionals.
- Staff may raise a concern with the SENCO who may then arrange for observations to take place of student in class and or request a round robin to be completed to ascertain if these needs have been identified by other members of staff.

There are four **categories of SEND** according to the Special Educational Need and Disability Code of Practice: 0 to 25 years (2015) and these are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or Physical

Once these needs have been identified and it is clear that their needs can not be met by HQT alone then the student is added to the school's SEND register with parental/carer's permission; reviewed on a termly throughout the school year as a result of One Planning. If a student with SEND makes sustained progress then they can be removed from the register. Students can come on and off the register as their needs change and are addressed. The pupils, their families/carers, Key Worker and SENCO are involved in the process of reviewing a student's SEND status.

Partnership Ethos

All attempts are made to ensure that the provision provided for students with SEND is responsive to local needs and aspirations. The student, their family/carers and their keyworker review the progress termly through the one planning process. This is a plan, do and review approach that is student centred and reflects the individual needs of the student.

The school believes that students have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently the school is committed to working in partnership with the student, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

Arrangements for consulting parents of pupils with SEN

From making an application for a place and throughout their student's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. We believe in working in partnership with parents/carers. We will appoint a member of the Learning Academy to the role of key worker to liaise and support you and your child, this will be a Learning Support Assistant who will review progress and the effectiveness of provisions through termly One Planning meetings. The One Plans are made available to families electronically using www.provisionmap.co.uk. The SENCO oversees all support and progress of any student requiring SEN support. Class teachers differentiate work and ensure progress is being made and annual parents' evenings provide opportunities to meet with your student's subject teachers. Additional support is offered at key points of transition and the school works closely with outside agencies and medical practitioners.

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

- Students will actively participate in the making of their one page profile and complete person centred planning that includes where applicable emotional regulation scales.
- Students will collaborate with their Key Worker to identify what strategies work for them.
- Students will be involved in termly reviews of their outcomes, progress and provisions.
- Students with Education, Health and Care Plans (EHCP) be invited to and encouraged to participate in their statutory annual reviews. During the period of Covid 19 restrictions Reasonable Endeavours Plans were enacted due to the impact the government regulations had on provision of the plans and this may continue for the foreseeable future.
- Students will be supported to participate in pupil voice sessions where their views are shared, reflected upon and used to ensure good practice.

Contact details of The Learning Academy

The SENCO is Ms Rebecca Rees and her secretary is Mrs Linda Burmby. The Assistant SENCO is Miss Samantha Mann and the Lead LSA is Miss Zoe Smith.

In addition to this the Special Needs Team (Learning Academy) is comprised of the following four specialists LSAs:

- Kelly Coxall (Lead LSA for Social Interaction and Communication)
- Emma Hogg (THRIVE Practitioner)
- Khanh Hua (EAL Coordinator)

- Sheryl Root (Access Arrangements and Provision for Chromebooks, Laptops and RWG)

In addition to this there is a team of approximately 10 LSAs who have subject area specialisms. Five members of the current team have successfully completed their LSA Apprenticeship through Colchester Institute.

One Planning

The aim of the One Planning process is to assess, plan, do and review the provisions provided by Thomas Lord Audley to ensure the student with SEND is able to make progress commensurate with their ability whilst maintaining high expectations. This is known as the graduated approach and is an individualised response to a student's needs. Interventions are part of a cycle to enable all young people with SEND at Thomas Lord Audley to achieve and to develop their independence. The process of devising a One Plan is outlined below:

- Pupil and family meet with the Key Worker to identify needs.
- A discussion about what is working and not working for the student, their family and the school ensues.
- Academic progress is reviewed using the most recent teacher assessments and if possible feedback provided by staff.
- Outcomes are agreed or taken from the EHCP where applicable.
- Steps to outcome are established for each outcome.
- How best to communicate with the pupil and their family/carers are identified and put into practise.
- Provisions are discussed, identified and initiated where possible.
- Strategies are discussed, identified and distributed to the relevant staff.
- Actions are recommended.

This process is reviewed every term as part of the graduated approach to ascertain if the actions and provisions have been effective and had a positive measurable impact on the academic progress and well-being of the pupil. At every stage of the process those involved have autonomy and are provided with all the information, expertise and guidance required to make decisions and choices.

Assessment and Provision

All students, including those with SEND, are assessed on a regular basis, in accordance with the schools Assessment policy. Additionally parents' evenings are held once a year providing an opportunity to discuss progress, attainment and next steps.

When an intervention/provision is put in place for a student assessments are made before the intervention begins and at the end in order to assess the impact of the intervention. Data is

used to accurately track student progress and to set challenging targets. If a student has not met their target grade then reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the student does make progress.

All SEND students have reading and spelling tests annually unless the result is over 15 years or equivalent to their chronological age. This is to monitor progress and to assess the impact of interventions used. Their student passports or one page profiles are then updated with this information and made available to their class teachers and pastoral team.

The table below shows an example of the evidence based provisions that are available at Thomas Lord Audley School for each stage of the graduated approach against the category of need. Wave 1 interventions and strategies are used by classroom teachers as part of high quality teaching and represent whole school approaches, Wave 2 interventions are additional support and Wave 3 are more intensive provisions. Covid 19 related government guidance can and does prevent certain interventions from taking place and the school will always follow the health and safety guidance at the time to ensure best practice.

Category of Need	Wave 1	Wave 2	Wave 3	Examples of external provision
Communication and Interaction	<ul style="list-style-type: none"> ● Utilise support as outlined on student passports and strategy sheets ● Awareness Sheets for SEN. ● Processing time. ● Non ambiguous verbal instructions. ● Awesome and In Control exercises. ● Concrete and visual aids to help to understand abstract concepts. 	<ul style="list-style-type: none"> ● Sensory items ● Ozone Club at lunchtimes. ● Resources shared with families e.g. books explaining ASD. 	<ul style="list-style-type: none"> ● Social stories and comic strip conversations on a 1-2-1 basis. ● Social Skills group workshops e.g. working with LEGO. ● Access the sensory room and sensory tray. 	<ul style="list-style-type: none"> ● Sensory Occupational Therapists. ● Consultants specialising in ASD at Primary Care Trust
Cognition and Learning	<ul style="list-style-type: none"> ● Opportunities for revision and over learning. ● Enlarged fonts e.g. www.load2learn.co.uk ● Access to grouping that allows students 	<ul style="list-style-type: none"> ● Accelerated Reader ● Homework Club ● Spellchecker ● Dictaphone ● Coloured overlays 	<ul style="list-style-type: none"> ● Toe by Toe ● Touch Typing course ● Handwriting ● Alternative curriculum of ASDAN and Step-Up. 	<ul style="list-style-type: none"> ● Educational Psychologist

	<p>to develop independence.</p> <ul style="list-style-type: none"> ● Access Arrangements for examinations. 	<ul style="list-style-type: none"> ● Personal best book ● In class support 	<ul style="list-style-type: none"> ● Pre-teaching sessions. 	
Social, emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> ● Writing frames and other literacy strategies to assist in developing independent writing skills. ● Seating plans ● Whole school approach to literacy, numeracy and growth mind-set. ● Clear classroom routines. ● Flexibility with timetabling to allow students to move throughout the school at less busy times. ● Laptops or Chromebooks. 	<ul style="list-style-type: none"> ● Pastoral support ● Peer mentoring ● Awesome and In Control Exercises ● Personal Best book ● In class support 	<ul style="list-style-type: none"> ● Social stories comic strip conversations ● Emotional Literacy ● School Counsellor ● Access the sensory room ● Working with LEGO group. ● Art Therapy group. 	<ul style="list-style-type: none"> ● EWMHS ● The Junction ● MIND ● Educational Psychologist ● School Nurse ● Consultants specialising in ADHD and Attachment at Primary Care Trust
Sensory and or physical	<ul style="list-style-type: none"> ● Flexibility with timetabling to allow students to move throughout the school at less busy times. ● Laptops or Chromebooks. 	<ul style="list-style-type: none"> ● Adapted equipment e.g. enlarged rulers, adapted scissors ● In class support 	<ul style="list-style-type: none"> ● Access Arrangements for exams. ● Intimate Care where applicable. 	<ul style="list-style-type: none"> ● Specialist Teacher Team ● Occupational Therapist ● Physiotherapist ● Specific equipment e.g. hoist.

Pastoral Support

The pastoral team comprises a Head of Year, Assistant Head of Year and Form Tutor. They support all students in the school with pastoral issues whilst monitoring their attendance. The school and pastoral team respond to bullying incidents very seriously. For more information please refer to the school's bullying policy.

The pastoral team has access to a number of strategies that may be utilised for students including those with SEND. Safeguarding procedures are followed at all times and the safeguarding officer at Thomas Lord Audley is Mrs Ann Bryant who is a Deputy Head Teacher and her deputy is Mrs Mandy Davis, the school's Inclusion Officer. Mrs Bryant is also the school's SLT link for pastoral matters.

Staff Expertise, Training and Experience

- The SENCO is fully qualified and accredited. SENCO is an Assistant Headteacher, SIGMA LEad for SEN, Partnership SENCO and is involved in the Appreciate Enquiry work that Essex has undertaken as a part of developing the Annual Review process.
- As a school we work closely with any external agencies that we feel are relevant to individual students' needs within our school including: counsellors, GPs, Primary Care Trust Consultants, School Nurse, Specialist Teachers for PNI, Occupational Therapists, Physiotherapists, Social Care and Educational Psychologists.
- All LSAs and teaching staff have had training in a range of SEN and updates are provided regularly.
- The Assistant SENCO and Senior LSA have expertise in provision mapping, social communication and interaction, emotional regulation as well as PNI.
- The Lead LSA for Social Interaction oversees the use of the social stories, comic strip conversations, Working with LEGO groups and the sensory room.

Please view the Essex “Local Offer” for additional services offered by the LEA. Tis can be found on the essex.gov website – [Http://www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

High Quality Teaching (HQT)

The school is committed to ensuring that all teaching is at least good and that much of it is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of young people.

The Thomas Lord Audley School aims to ensure that:

- All staff provide high quality teaching which allows students to learn effectively.
- All students, regardless of ability, have full access to a wide range of suitable challenging educational opportunities which are appropriate to their needs.
- Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the very best they can be.

Resources

We ensure that all students who have SEND are met to the best of the school's ability with the funds available. We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of student's needs. The budget is allocated on a needs basis. Students who have the most complex needs are given the most support often involving an LSA. We know that different students will require different levels of support in order to bridge the gap to achieve age expected levels. Following assessment an intervention may be put in place and progress will then be assessed after a set number of weeks. The effectiveness

of the intervention will then be reviewed and discussed at the following review meeting with student and parents. In addition the progress of all students is tracked and this is used to advise when interventions may be necessary.

School arrangements for supporting students transferring between stages of education and preparing for independent living.

The SENCO is usually invited to year 5 and 6 annual reviews for those students with EHCPs which enables planning for transition to take place. In the summer term of year 6 the SENCO, Assistant SENCO and Lead LSA liaise with all primary schools in catchment to discuss those students on the SEN register and as a result additional transition visits are set up for those students who may need them. This might be because of particular anxiety, concerns associated with ASD or mobility issues. The number of visits will be according to need and will focus on any concerns that have been expressed by student, parent or primary school.

Those students with an EHCP will have advice from a Personal Adviser who works for the Preparing for Adulthood Pathway Service. TLA's advisor is Craig Shaftain-Fenner. The advisor as well as the school's Careers Advisor, Mrs Sue Green, attend Year 10 and 11 statutory annual review meetings and subsequently meet with the students to ensure that plans are in place to facilitate a smooth transition to college. All other students have access to the school's Careers Advisor who liaises with the SEN department regarding all students who are on the SEN register to ensure that they are directed onto appropriate paths.

In order to prepare students for independent living we have a structured PSHE programme which covers topics such as bullying, sex education and careers which is delivered to all students. In KS4 the full GCSE course is not appropriate for all students so we have a range of alternative provision which means that we can deliver more personalised KS4 programmes. One of these is a Gateway Step Up programme and the other is ASDAN. We are also able to arrange travel training for some students and this is arranged through a referral to the service and our current travel trainer is Mary Bruce.

Accessibility

The school has 3 disabled toilets including one with an electric hoist and changing table. There is one lift to access the C Block and ramps to access most other parts of the school. The school will invite families to provide laptops and or Chromebooks for students who would benefit from using them to assist in accessing the curriculum. A letter outlining the specification of the laptop and or chromebook required is provided by The Learning Academy.

Students are tested by an outside provider who has a Level 7 qualification approved by JCQ for access arrangement testing in accordance with the current JCQ regulations. The access arrangements last 2 years so students are not tested for these provisions until the end of Year 9 and or the start of Year 10 where possible.

Medical

The pastoral team writes the medical plans for the students and oversees the delivery of these. Please view the schools medical policy for more information on this area.

Off Site Activities

All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity then alternative activities which will cover the same curriculum areas will be provided in school.

Governing Body

The school's Governing Body will:

- Ensure that the necessary provision is made for any pupil who has SEND;
- Ensure that, where the school has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs;
- Consult with the LA and the governing bodies of other schools, when it is necessary or desirable in the interests of coordinated special educational provision in the areas as a whole;
- Ensure that a pupil with SEND has equal access to activities of the school together with peers who do not have SEND, so far as is reasonable, practical and compatible with the student receiving the SEND provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources;
- Report to the parents on the implementation of the school's policy with SEND.

The Governing Body will ensure that:

- The SEND policy is regularly monitored, evaluated and reviewed;
- The effectiveness of the school's work on behalf of students with SEND are considered and reported on at least on an annual basis.
- In light of the above consider whether the policy needs amending.

Complaints Procedure

As a school we work hard to be in effective communication with students and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily. If you feel that your student may have special educational needs or a disability, speak to your student's teachers in the first instance.

If the situation arises where parents have a concern about the provision being made for their student or the impact of that provision, and feels that the SENCO has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available by request – sets out clearly what the steps are to draw these concerns to the school's attention.

Information on where the Local Authority's Local offer is published.

The Local Authority's Local Offer will be published on the Essex Schools Info link website.

Useful Contacts:

Parent Partnership: 01245 436036 or email parentpartnership@essex.gov.uk.

Families in Focus: <mailto:helpline@familiesinfocusessex.org.uk>

Essex Local Education Authority: 0845 603 2200

Essex Local Offer: <http://www.essexlocaloffer.org.uk>