



Thomas Lord Audley School

SEND Information Report

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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 has a clear vision, value and ethos:

Vision

To develop our young people, regardless of their background, to be the best that they can be – academically, socially and emotionally – so that they go on to the next stages of their lives as well prepared as possible.

Values

In order to achieve positive relationships and therefore positive outcomes, we aim to make sure that our values of “Ready, Respectful and Responsible” are evident in every classroom, every lesson and every interaction. They form the building blocks of how we drive our school forward.

Ethos

At The Thomas Lord Audley School, we believe our vision is achieved through building positive relationships. Staff and students are encouraged to build positive working relationships with each other to foster positive learning environments all around the school.

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. At TLA we endeavour to develop positive learning environments and excellent relationships with all of our students. We believe that our young people are more likely to be successful if they work within a secure environment that supports them and allows them to grow and develop. TLA is committed to narrowing the attainment gap between SEN and non-SEN students through a variety of evidence based interventions.

Key Staff of The Learning Academy

The School has two SENCOs:

- Mrs Amy Finbow-Jeffery (Assistant Headteacher and KS4 SENCO)
- Miss Luella Murray (Senior Leader and KS3 SENCO)
- Secretary to SENCOs is Mrs Linda Burmby

The Special Educational Needs Team is comprised of those listed below, along with an extended team of LSAs who are deployed throughout the school to assist our students:

- Miss Samantha Mann (Assistant SENCO)
- Miss Katie Morris (Access Arrangements Coordinator)
- Miss Stacey Goodyear (LSA with responsibility for SEMH & Thrive Practitioner)
- Miss Lana Heath (LSA with responsibility for Cognition and Learning)
- Miss Sara Wilson (LSA with responsibility for Communication and Interaction)

Identifying SEND

The school recognises that a student or young person has SEND 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 a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

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 (Through the transition process).
- 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 a member of the Learning Academy.
- Liaison with and or information from medical professionals.
- Staff may raise a concern with the SENCO who may observe the student in class and or request information to ascertain if these needs have been identified by other members of staff, and what evidence can be provided from classwork samples.

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 then the student **may be** added to the school's SEND register which is reviewed regularly throughout the school year. 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 students, their families, Key Worker and SENCO are involved in the process of reviewing a student's SEND status.

Students who are removed from the register, or whom the SENCO feel need to be monitored will be placed on the SEND Monitoring list.

Partnership Ethos

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.

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 Key Worker (A named adult and member of the Learning Support department) review the progress three times a year through the one planning process. This is an assess, plan, do and review approach that is student centred and reflects the individual needs of the student.

Working in partnership with families and carers

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 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 SEND support. Class teachers provide access to the curriculum and ensure progress is being made and annual parents' evenings provide opportunities to meet with your student's class teachers.

The SEND team offers half termly Coffee Morning events with specific themes for families to attend.

Working in partnership with the students

- Students will actively participate in the making of their One Page Profile.
- Students will collaborate with their Key Worker to identify what strategies work for them.
- Students will be involved in the reviews of their outcomes, progress and provisions.
- Students with Education, Health and Care Plans (EHCP) are invited to, and encouraged to participate in their statutory Annual Reviews.

One Planning

The aim of the One Planning process is to assess, plan, do and review the provisions provided by The Thomas Lord Audley School 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 The Thomas Lord Audley School to achieve and to develop their independence. The process of devising a One Plan is outlined below:

- The student and their 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.
- Preferred methods of communication with the pupil and their family are identified and put into practise.
- Provisions are discussed and identified.
- Strategies are discussed and identified.
- Actions are recommended.

This process is reviewed three times a year 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 throughout the academic 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. 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.

Students identified as having Cognition and Learning needs receive reading and spelling tests twice a year unless they achieve 15 years or equivalent to their chronological age. Their One Page Profiles are then updated with this information.

The table below shows an example of the evidence based provisions that are available at The 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. This has been fed into from the Local Authorities 'Ordinarily Available - inclusive teaching' offer. Wave 2 interventions are additional support and Wave 3 are more intensive provisions.

Category of Need	Wave 1 (High Quality Teaching, Whole School)	Cohort Screening Tools and Assessment	Wave 2 (Additional support e.g. Targeted work for particular groups)	Wave 3 (Intensive support e.g. Individualised interventions)	External provision
Communication and Interaction	This is delivered inline with the Ordinarily Available	Language Link screening on entry to Year 7. Behaviour analysis.	Social Skills workshops e.g. Working with LEGO. Talkabout Teenagers Ozone Club at lunchtimes.	Language Link interventions - screening follow up. Social stories and comic strip conversations. Bright Minds, Bright Moods. Thrive. Access the sensory room/ sensory tray items.	Sensory Occupational Therapists. Consultants specialising in ASD. Travel training. Rallysport. Circles Education. Education Access.

				Alternative Safe space.	SLT support. Access Arrangement testing.
Cognition and Learning		<p>NGRT Reading age screening upon entry to Year 7.</p> <p>NMM Writing age screening upon entry to Year 7.</p> <p>Literacy Gold screening (Not diagnostic)</p> <p>Number Stacks.</p>	<p>Accelerated Reader.</p> <p>Homework Club (Lunchtime/ Afterschool).</p> <p>Coloured overlays.</p> <p>Personal best book In class support.</p> <p>Literacy Gold intervention package for specific Year 7&8 groups.</p> <p>Year 11 Period 6 revision sessions.</p>	<p>Toe by Toe Intervention.</p> <p>That Reading Thing Intervention.</p> <p>Touch Typing course.</p> <p>Handwriting Intervention.</p> <p>Alternative curriculum offer including Life and Workplace Skills.</p> <p>Literacy Gold intervention package – as outlined from screening.</p> <p>Number Stacks.</p> <p>EPS Maths Intervention.</p>	<p>Educational Psychologist.</p> <p>Inclusion Partner.</p> <p>Education Access.</p> <p>SLT support.</p> <p>Access Arrangement testing</p>
Social, Emotional and Mental Health (SEMH)		<p>Strengths and Difficulties Q.</p> <p>School stress survey.</p> <p>Attendance analysis.</p> <p>Behaviour analysis.</p>	<p>Pastoral support.</p> <p>Small group mentoring.</p> <p>Awesome and In Control Exercises.</p> <p>Emotional Regulation Scale.</p> <p>Personal Best book.</p> <p>In class support.</p>	<p>Social stories and comic strip conversations.</p> <p>Bright Minds, Bright Moods.</p> <p>Thrive.</p> <p>Emotional Literacy Intervention.</p> <p>School Counsellor.</p> <p>Access the sensory room/ sensory tray items.</p> <p>Alternative Safe space.</p>	<p>CAMHS.</p> <p>YES.</p> <p>Educational Psychologist.</p> <p>Inclusion Partner.</p> <p>Education Access.</p> <p>Engagement Facilitator.</p> <p>School Nurse.</p> <p>Travel Training.</p> <p>Circles Education.</p>

Sensory and or physical		((EHCP)) Professional involvement - reports.	Adapted equipment e.g. enlarged rulers, adapted scissors, noise cancelling ear buds/ defenders. In class support.	Access the sensory room/ sensory tray items. Handwriting Intervention.	Specialist Teacher Team. Occupational Therapist. Physiotherapist. Specific equipment e.g. hoist, modified equipment.
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Transition Support for SEND students

Primary → Secondary

We encourage all new prospective students and parents/carers to visit the school before starting.
For students with SEND we:

- Work closely with primary (catchment) partner schools, so that students and parents/carers can visit the school to observe a normal school day.
- Our SEND Department (Learning Academy) is open with the SENCO team in attendance for the School's Open Evening.
- Transition meetings are held with feeder schools when confirmation of a place is received. These meetings involve the KS3 SENCO and Head of Year allowing for relevant details to be shared relating to the student's needs and current provision.
- Transition visits for SEND students in addition to the Induction Days offered into the new cohort.
- Encourage parents/carers to visit a variety of schools, to ensure a balanced perspective.
- The KS3 SENCO will attend Annual Reviews when invited, of students with EHCPs in Years 5 & 6 which enables planning for transition to take place.

Secondary → Post 16

We begin to prepare students for transition into the next stage of their education or training in a number of ways:

- Extensive careers education package delivered through Years 7-11.
- Robust Personal Development curriculum.
- With their choices for GCSE and vocational courses - for example, in conversation with students and parents/carers.
- At Year 9 parents/options evening where departments are available for open dialogues.
- Through conversations at One Planning reviews with students, parents/carers when students are in Year 9, 10 and 11.
- With the School's Careers Leader support to ensure all students with SEND have guidance and support in appropriate provision post 16 .
- Through an annual Careers Convention in Year 11.
- Mock Interview day in Year 11.
- Open access to the Careers Lead for the school for both students and families.
- Supported Post 16 application and interview process dependent upon need.
- Bespoke transition visits to Post 16 providers as required.
- EHCP students ☐ Access to the SEND Careers Advisor during Year 10 and 11 Annual Reviews.
- Life and Workplace Skills ☐ Alternative curriculum pathway offered as required.

Staff Expertise, Training and Experience.

- Mrs Finbow-Jeffery has completed the National Award for SEN coordination during the 2021-2022 academic year. She is an Assistant Headteacher, Level 3 Safeguarding trained and member of the Science department.
- Miss Murray has completed the National Award for SEN coordination during the 2021-2022 academic year. She is an Associate Senior Leader, Level 3 Safeguarding trained and member of the English department.
- Miss Samantha Mann, Assistant SENCO has expertise in provision mapping, social communication and interaction, emotional regulation as well as PNI.
- Miss Stacy Goodyear is our THRIVE Practitioner.
- 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 and Social Care
- We work closely with our link Local Authority Inclusion Partner and Educational Psychologist.
- LSAs have been deployed on a number of training courses, some examples including, ELKLAN, Higher Level Teaching Assistant, That Reading Thing and Numberstacks.
- Teaching staff receive regular CPD updates as part of the Schools ongoing professional development programme.

Supporting the wellbeing of students

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 behaviour and attendance. The school and pastoral team respond to bullying incidents very seriously. For more information, please refer to the school's Anti-bullying Policy.

The pastoral team have access to a number of strategies that may be utilised for students including those with SEND and the SEND team liaise with the pastoral team when necessary to coordinate the support for students. Pastoral teams are invited to attend the statutory Annual Reviews for students with an EHCP.

Safeguarding procedures are followed at all times and the Designated Safeguarding Lead at The Thomas Lord Audley School is Mr Kevin Rowland who is a Deputy Headteacher and his Deputies are Mrs Mandy Davis and Mrs Laura Benjafield. Both Mrs Amy Finbow-Jeffery and Miss Luella Murray are Level 3 Safeguarding trained. For more details please see the school's Child Protection Policy.

High Quality Teaching

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. Our approach to this delivery is guided by the Local Authorities – 'Ordinarily Available - inclusive teaching' guidance.

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 supported to the best of the school's ability with the funds available. We have a team of LSAs who carry out a variety of roles to meet groups of students' needs. The budget is allocated on a needs basis. Students who have the most complex needs are given the most

support which may involve additional in class support. We know that different students will require different levels of support in order to bridge the gap to achieve age expected levels and their individual outcomes. Following assessment, an intervention may be put in place and progress will then be assessed. The effectiveness of the intervention will then be reviewed and discussed at the following review meeting with the student and parents. The progress of all students is considered and used to advise when interventions may be necessary.

Accessibility

The school has 5 accessible toilets including one with an electric hoist and changing table. There is a lift and ramps to access most parts of the school.

Additional support could include:

- Modified furniture
- Mobility Training
- Access to Specialist Teacher input
- Coloured overlays
- Access to device technology
- Specialist consideration for examinations

Further details are available in the Accessibility Policy.

Examination Access Arrangements

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.

Medical

The school uses Individual Health Care Plans completed by parents/carers of students as a means of communicating with staff the individual's requirements.

The school has a Medical Assistant – Mrs Liz Hark.

Please see the school's First Aid Policy for more details.

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 (where needed) prior to any off site activity to ensure health and safety will not be compromised.

Governing Body

Our Governor with responsibility for SEND is Claire Wheeler.

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 students 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 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.

Who to contact

Should you have any issues, or if you wish to provide feedback about SEND provision, please feel free to contact either Mrs Amy Finbow-Jeffery (Assistant Headteacher, KS4 SENCO) or Miss Luella Murray (Senior Leader, KS3 SENCO) in the first instance as we prefer to intervene early to solve any issues for our young people. However, if you have any issues that you would prefer to have dealt with through a formal process, please refer to the school's Complaint Policy – which is available on the school's website – sets out clearly what the steps are to draw these concerns to the school's attention.

Useful Contacts:

Essex SENDIASS (SEND Information, Advice and Support Services) – (Formally Essex Parent Partnership Service): 0333 013 8913 or email send.iass@essex.gov.uk

Families in Focus: helpline@familiesinfocussessex.org.uk

Essex Local Education Authority: 0845 603 2200

Please view the Essex "Local Offer" for additional services offered by the LEA. This can be found on the essex.gov website – [Essex Local Offer](#)