

SEN Policy

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Special Educational Needs Policy

The Thomas Lord Audley School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. In addition, we will develop a culture where everyone's contribution and successes are celebrated and where students are prepared for life in an ever changing society.

This policy promotes the successful inclusion of students with special educational needs and disabilities at The Thomas Lord Audley School. This policy responds to the most recent legislation, which at present is based on the SEND (Special Educational Needs and Disabilities) Code of Practice 0-25 (2015) SEN Disability Regulations (2015) The Children's and Families Act (2014), the Equality Act 2010: advice for schools DfE February 2013 and Statutory Guidance on supporting pupils at school with medical conditions, April 2014. This policy should be read in conjunction with each individual school's Equality, Diversity and Inclusion policy, Accessibility Policy, Medical Policy, Child Protection Policy and the Schools SEN Information Report.

1. Our Vision

The School is committed to providing all students with full access to a common, balanced and differentiated curriculum regardless of ability or need. As part of this commitment, the Learning Support Team aims to identify, assess students with special educational needs and provide support strategies to enable staff to meet the needs of these students across the curriculum.

The School accepts the notion that meeting special needs is a whole school responsibility. This means that whilst the Learning Support Team identifies, assesses and provides additional help and support for children with special educational needs, the provision for them is the responsibility of all staff and they are expected to make provision for the learning of all students. We are focused on raising the aspirations of and expectations for all pupils with SEN, and we focus on outcomes for children and young people and not just hours of provision/support.

The School accepts the philosophy that all teachers must consider themselves to be teachers of children with special educational needs and the responsibility for the progress of SEN students is with the teacher. This is also a guiding principle underpinning the SEND Code of Practice, 0-25 (2015); a document that provides a mixture of statutory and non-statutory guidelines for the identification and assessment of SEN and to which all schools must have regard when planning their special needs provision.

2. Special Educational Needs and Disabilities – definitions

'Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them' (Code of Practice). Special provision means educational provision that is additional to or different from that made generally for children of that age in school.

For this policy, a pupil is defined as having SEND if they have a:

- a) significantly greater difficulty in learning than the majority of children of the same age
- b) *Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.*

Under the equality Act of 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. The specific objectives of our SEN policy are as follows:

- To work within the guidance in the SEND Code of Practice, 2015
- to identify students with special educational needs and disabilities and ensure that their needs are met;
- to ensure that students with special educational needs and disabilities have access to all activities of the school;
- to ensure that all learners make the best possible progress;
- to ensure parents / carers are informed of their child's special needs and that there is effective communication between parents / carers and school;
- to ensure that learners express their views and are fully involved in decisions which affect their education;
- to promote effective partnership and involve outside agencies when appropriate.

4. The Special Educational Needs Co-ordinator (SENCO)

At The Thomas Lord Audley School Mrs Finbow-Jeffery, Assistant Headteacher, is responsible for the strategic operation of the SEN Policy and is a SENCO. Miss Luella Murray is also SENCO. Mrs Burmby is the Secretary to the SENCO and supports the SENCO in the day to day running of the department. A member of the Governing Body, currently Steven Whitfield (Chair of Governors) takes a special interest in SEN although the Governing Body as a whole is responsible for making provision for students with special educational needs.

In light of The Special Educational Needs and Disability Act 2001, The Thomas Lord Audley School will not treat students with a disability less favourably, without justification, than non-disabled students. We will make 'reasonable adjustments' to school policies, practices and procedures so that students with a disability are not put at a substantial disadvantage in comparison with students who are not disabled.

5. The Role of the Special Educational Needs Co-ordinator

The schools' Governing Body has determined the following as the key responsibilities of the SENCO, and will monitor the effectiveness of the SENCO in undertaking those responsibilities.

The key responsibilities referred to below may include carrying out, or arranging for, members of the learning support team to undertake the following tasks in relation to each of the registered students whom the SENCO considers may have special educational needs:

- a) informing a parent / carer of the pupil that this may be the case as soon as is reasonably practicable;
- b) in relation to each of the registered students who have special educational needs:
 - i. identifying the student's special educational needs;
 - ii. co-ordinating the special educational provision for the pupil which meets those needs;
 - iii. monitoring the effectiveness of any special educational provision made for the pupil;
 - iv. securing relevant services for the pupil where necessary;
 - v. ensuring that records of the student's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date;
 - vi. liaising with and providing information to a parent / carer of the pupil on a regular basis about that students' special educational needs and the special educational provision being made for those needs;
 - vii. ensuring that, where the student's transfers to another school or educational institution, all relevant information about the student's special educational needs and the special educational provision made to meet those needs is available to the Governing Body;
 - viii. promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- c) selecting, supervising and training learning support assistants who work with students who have special educational needs;
- d) advising teachers at the school about differentiated teaching methods appropriate for individual students with special educational needs;
- e) supporting staff in the identification of students with Special Educational Needs
- f) contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b); and
- g) preparing and reviewing the information required to be published by the Governing Body pursuant to the Education (Special Educational Needs) (Information) (England) Regulations (a), the objectives of the Governing Body in making provision for special educational needs, and the special educational needs policy referred to in paragraph 1 of Schedule 1 to those Regulations.

The Education (Special Educational Needs Co-ordinators) (England) Regulations 2012

6. Admissions Arrangements

The School accepts students with a wide range of special educational needs and works with outside specialists to ensure that students with learning, emotional / behavioural problems or physical difficulties or impairment are fully integrated into all aspects of school life. The Sigma Trust has agreed with the Local Authority admissions criteria which do not discriminate against students with special education needs or disabilities, and its admissions policy has due regard

for the admission of children who have an Education, Health and Care Plan. Parents / carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The principal consideration at all times is whether the needs of the students can be fully met.

7. Specialism (s) and special provision

The Thomas Lord Audley School does not have a specialist unit.

8. Special facilities

The school is equipped with a lift in the main multi-storey school building. In addition all of the school blocks are accessible for people who use wheelchairs.

9. IDENTIFICATION, ASSESSMENT AND PROVISION

Learning Support across the curriculum is designed to give students with special educational needs greater access to what the school has to offer. It should enhance and develop existing good practice within the school. School based arrangements should reflect a comprehensive knowledge of a child and his / her responses to a variety of carefully planned and recorded actions.

There are four main categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or physical needs

There are four main aspects of support within the school.

- Classroom support
- Literacy and numeracy support
- Social/ Communication skills
- Emotional, Social and behavioural support

The overall resources available for students with special educational needs are determined from the SEN delegated budget, a proportion of the Key Stage funding and income attached to those students with Education, Health and Care Plans.

10. Identification and needs determined and reviewed

Quality First Teaching

The School is committed to early identification of special educational need and adopts a Graduated Response (Assess, Plan, Do and Review) to meeting special educational need in line with the SEND Code of Practice 0-25, 2015. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the Form Tutor / Head of Year will consult with the SENCO in order to decide whether additional and / or different provision is necessary. This is completed in identifying the learning need in line with the four categories as identified in the SEND Code of Practice 0-25, 2015. A student will only be identified as having SEN if they do not make adequate progress once they have had appropriate intervention, adjustments and good quality personalised teaching.

There is no need for students to be registered or identified as having special educational needs unless the school is taking additional or different action.

If students are to reach their full potential then they must be educated in an environment in which they are valued equally. Therefore, teaching such students is a whole-school responsibility where teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This requires a whole-school commitment to Quality First Teaching as the first step in responding to pupils who have or may have SEN through:

- Highly focused lesson design with sharp objectives;
- Differentiating the curriculum for all students including those with SEN;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all students;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups;
- An expectation that students will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate students;
- Acknowledging that additional intervention and support cannot compensate for lack of good quality teaching;
- Ensuring that students understand how they are doing, including what they are doing well, and what they need to do to make progress. (This should include high quality written and oral feedback, periodic assessment and peer and self-assessment).

Personalised Learning – A Practical Guide DCSF, 2008

A whole school approach effects class grouping, teaching methods, and the organisation of the school. It depends on the co-operation of staff and the support of the Senior Leadership Team. It is important that each subject area follows a cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. Only then will students learn and progress. The learning support staff are integral to this process and work closely with departments to advise as and when necessary.

Each year group within school has an annual parents evening where parents and students have the opportunity to meet with subject teachers. All students have an annual report.

In addition to the above, those students on the SEN register are involved in a review cycle. Those students at the school based category of SEN Support are reviewed each term by their dedicated keyworker. This process is known as the 'One-Plan' and monitors the progress of SEN students through a reviewing process and completion of a One Page Profile. Parents and students are invited to attend. Those students with an Education, Health and Care Plan have an Annual Review around the time of the anniversary of their Education, Health and Care Plan being issued. These are conducted by the SENCO and may involve other members of staff. North East SEND Services and other outside agencies as well as student and parents are also invited to attend.

At all of these meetings the information is collated from teaching staff. North East SEND Services as well as other adults involved in supporting needs and delivering provision may be invited. After the students' progress has been reviewed new outcomes are set and an updated One Page Profile is produced and distributed. The exception to this is with Education Health and Care Plans where the Annual Review process enables modification of outcomes to be requested.

All staff are encouraged to use the One Page Profile as a source of information on the student and to aid in planning for their lesson.

The aim of our provision is to identify and assess the SEN and to plan the provision needed for each young person to achieve his or her best at The Thomas Lord Audley School.

Some young people with SEN may need extra support to achieve their learning potential. If this is the case then this is what we endeavour to do. We will arrange a meeting with the young person and their parents to talk about what is needed to put together a 'One Plan'. Before the plan can be drawn up we will need to gather information that may include:

- The young person's views and what he or she wants to achieve on their learning journey through school;
- The views of the parents and what they would like to see as an outcome from their child's time at school;
- A school based learning assessment; ● Current and expected levels of attainment.

We will meet again and look at all this information and then, along with parents and pupils, a 'One Plan' will be drawn up. The One Plan will include outcomes, so everyone at the meeting will have something to do to help the young person on their learning journey. We will set a review date in the meeting. This will give us time to work together to achieve the agreed outcomes.

Some young people with SEN may need support from professionals outside of the school setting to achieve a successful learning journey. If this is the case then those views will be considered in drawing up a One Plan. This could include:

- Parents seeking medical advice about the young person.
- School requesting Educational Psychologist involvement with the young person.

This will mean there may be more people at the planning meeting, but everybody will have something to do to help the young person be successful on their learning journey. Using One Plans we are able to develop One Page Profiles to help families who have asked for our help to support their child because he or she is failing to make good learning progress. There are many reasons why this may be happening and we are able to offer advice / support to the family depending on their needs.

Access to a balanced and broadly based curriculum (including the National Curriculum)

One Plan

The school follows the Essex One Plan model which was developed to support the parental and student focused approach as outlined in the SEND Code of Practice 0-25, 2015.

The One Plan and Graduated Response (Assess, Plan, Do and Review) emphasises the school's role in the early identification, assessment and provision for students with special educational needs. It encourages full partnership with parents / carers and the involvement of the pupil as far as possible in decisions about their education.

Screening and assessment methods along with assessments of students within the National Curriculum are used to assist in early identification of student needs. They are also identified through communication with primary schools, teacher referral, parental concern and the

involvement of outside agencies. The school recognises that children's special educational needs are on a continuum and may change over time.

Most learners' needs are met through the supportive environment and 'Quality First Teaching' within the school. This involves the process of differentiation and good classroom management strategies to support learners. The One Plan is for students who require special support arrangements. The school takes responsibility for those at the school based category of SEN Support. Action taken at one stage may mean the child will not have to move onto the next. Only for those who fail to make progress will the school need to move to the next stage.

Graduated Response

The school utilises the Graduated Approach which is used to support the 'One-Plan' environment. The graduated response is a process where all provision and intervention that are used for a child with SEN follows an Assess, Plan, Do and Review cycle. This ensures appropriate early intervention targeted at student outcomes which is reviewed rigorously and regularly to ensure maximum impact.

The graduated response recognises that all children/young people learn in different ways and can have different types and levels of special educational needs. The graduated response means that step by step more support and expertise can be brought in to help the school support the difficulties a child or young person may be experiencing.

Parents/carers will be kept informed by the school of any extra or different help that their child is receiving due to their special educational needs. This extra or different help can be provided through our school based category of SEN Support or an EHCP (Education, Health and Care Plan) depending on the severity of the child/young person's level of need.

The graduated response to special educational needs does not imply that interventions are a set of hurdles to be crossed before a request for an EHCP can be made. The interventions are part of a cycle of planning, action and review within the school to enable all children/young people at our school to achieve.

11. Provision/Action that is additional to or different from that available to all

The Stages in the SEN Code of Practice 0-25, 2015. ²

School based category – SEN Support – Where a pupil is not making adequate progress despite High Quality First Teaching and normal school interventions.

Triggers: a child who:

- makes little or no progress even when teaching approaches are targeted;
- shows signs of difficulty with cognition and learning particularly in developing literacy or numeracy skills that result in poor attainment in some curriculum areas;
- presents persistent social, emotional or mental health needs, which are not improved by high quality teaching and normal school interventions usually employed in the school, support from outside agencies, identifying the learning need to the behaviour and responding with the appropriate support;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;

- has communication and / or interaction difficulties, and continues to make little or no progress despite a differentiated curriculum
- has specialist input from outside agencies

If, despite significant support and intervention at SEN Support level and the school has evidence that a pupil is making insufficient progress, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Students and parents / carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Pupil progress will be reviewed termly, or as required. Students will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process.

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Please refer to: (1) Thresholds for placing pupils at SEN Support for cognition and learning, social emotional and mental health, communication and interaction, physical and sensory. Ref: Provision Guidance Toolkit, 2014 (Essex LEA)

The majority of students with SEND will have their needs met through curriculum differentiation and school-based action. However, a very small number will require a statutory assessment for an Education, Health and Care Plan.

Processes and Procedures in Essex for obtaining an Education, Health and Care Plan

A child will be referred to the LA through:

1. A request for assessment by the school;
2. A request from the parent/guardian or
3. A referral by another agency.

- The school will consult with parents and the Educational Psychologist.
- The school collate information and make a request to the Local Authority.
- The case is considered by a panel of LA and Headteacher representatives.
- The decision is fed back to the school and parents/carers. ● Parents have a right of appeal if request not agreed.

The following evidence is required for a Statutory Assessment:

- The views of parents recorded at SEN Support level
- The ascertainable views of the child
- Copies of One-Plans at SEN Support level
- Evidence of progress over time
- Copies of advice, where provided, from health and social services
- Evidence of involvement/views of involved external agencies
- Evidence as to how external advice has been used by the school
- Progress towards age related expectations

For students who have an Education, Health and Care Plan, in addition to the review of One-Plans, their progress and the support outlined in their Education, Health and Care Plan will be reviewed annually and a report provided for the Local Authority (The Annual Review Process).

If a pupil makes sufficient progress an Education, Health and Care Plan may be discontinued by the Local Authority.

The school offers a wide range of provision for students with special needs. The exact nature of the provision varies between year groups and is also based upon the range of needs that require meeting. The key element to the provision is flexibility; the ability to respond to urgent short term need alongside longer term planning for meeting special needs across the school. The main elements in special needs provision are as follows:

- In-class support. This is our main method of supporting students and ensuring full access to the curriculum. The main aim of in-class support is to provide all students with access to the curriculum by working with mainstream teachers to ensure that classroom and homework tasks are matched to the abilities and needs of our students. This in turn necessitates subject and learning support team staff working together to establish what the students can do and differentiating work to match that level within the classroom.
- Advice and support to teachers and subject departments on how to respond to individual needs within the class. It should be remembered that all students will spend most of their time in lessons without additional support from the learning support team and therefore there is a recognised responsibility for all teachers to make suitable provision for students with special needs in their classes. The Support Plan will also offer advice to staff on how to support students' learning within class.
- Small group teaching. At times the learning support team will establish small teaching groups to develop students' literacy and numeracy skills. In this way it is possible to concentrate on reading, spelling, comprehension and listening skills and improve this so that students will better be able to cope with curriculum demands. In Years 7, 8 and 9 some students receive additional support with developing literacy skills instead of studying a second language.
- Individual tuition. This is occasionally provided on a limited basis to enable teachers or Learning Support Assistants to work with individual students on specific and agreed areas of need such as reading or handwriting. Where this occurs, all reasonable efforts are made to minimise disruption to the students' learning.
- Advice to parents on how to help their children at home.
- Counselling. There is scope within the school to offer counselling to individual students through our referral system.

The table below shows what evidence based provisions / interventions are available at the school for each stage of the 'graduated approach' and against each category of need. It also shows examples of external provision. Additional support may be triggered when no progress is being made. For example, if a student is not making progress through Wave 1 High Quality First Teaching, then they may move onto a Wave 2 provision and so on.

| Category of Need | Wave 1 (High Quality First teaching whole school) | Wave 2 (Additional support e.g. Targeted work for particular groups) | Wave 3 (Intensive support e.g. Individualised interventions) | Examples of External Provision |
|-------------------------------|---|--|--|---|
| Communication and Interaction | <ul style="list-style-type: none"> ● To utilise support included on One Page Profiles for students ● Non-ambiguous verbal instructions. | Social Skills Lego Intervention Zones of Regulation | Social Stories (1:1) Comic Strip conversations | Speech and Language Therapist Specialist Teachers Educational Psychologist Inclusion Partner |

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| Cognition and Learning | <ul style="list-style-type: none"> • Extra take-up time for responses to questions or contributions to group discussion. • Awesome and in control exercises. • Extra time for activities (e.g. written work, practical activities) | Maths Catch-up Literacy Catch-up Dyslexia GOLD Homework club Toe-by-Toe Reader pens | Pre-teaching (1:1/ small group) (English and Maths) Bespoke/ modified timetables | Educational Psychologist Inclusion Partner |
| Social, emotional and mental health difficulties | <ul style="list-style-type: none"> • Using practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills. • Opportunities for children/young people to transfer/generalise their learning in different contexts. | Social Skills Group Pastoral Support Mentoring Program Zones of Regulation | Social Stories Talk about Emotional Literacy School Counsellor Bright Minds Bright Moods (EP delivered) | CAMHS Engagement Facilitator Educational Psychologist Inclusion Partner Play Therapist |
| Sensory and/or | <ul style="list-style-type: none"> • Opportunities for revision and over learning. | Handwriting Support Sensory room | | Input from Specialist |
| physical needs | <ul style="list-style-type: none"> • Access to groups where pupils are working with peers who will provide good role models for language and communication skills and for co-operative and independent application to task. • Teaching methods include the use of visual aids, objects of reference, signalling and signing to support understanding and the development of language in lessons. • Clear classroom routines supported by visual clues. • Teaching and learning which is multi-sensory and well structured. • Strategies to develop and extend listening and attention. • Flexibility in timetabling (reduced movement from different classes or leaving class early to avoid crowds at transition points) • Access to simple, everyday assistive devices which aid access to the curriculum. (pencil grips, left handed scissors,chromebook, Scribe) | | | Teacher Specific Equipment (tables/hoists) Occupational Therapy Physiotherapy Inclusion Partner |

12. Students with SEN engage in the activities of the school

All students irrespective of attainment or impairment are actively encouraged to get involved in the wide range of extra-curricular activities available.

There are no activities from which students with SEN are excluded due to them having special needs. All students share the same curriculum entitlement and whilst there is setting in many subjects, there are no separate special needs classes. Students with SEN are given additional support to ensure that they are able to participate in extra curricular activities and visits.

13. Evaluation of SEN Practice

The effectiveness of the policy will be evaluated in the following ways:

- The level of progress individual children make across a key stage.
- By developments in teachers practice / awareness of special needs and how to deal with them.

- The extent to which modification to curriculum/teaching strategies for individual students have been incorporated into normal class practice.
- The extent to which the general curriculum has been developed in response to meeting the needs, interests or aptitudes of students.
This will be monitored by the SENCO and the SLT through the school's self-evaluation process.

The SENCO will prepare an Annual Report to the schools' Governing Body.

The Headteacher will:

- ensure that the necessary provision is made for any pupil who has special educational needs;
- ensure that, where the school has been informed by the LA that a pupil has special educational needs, 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 seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ensure that a pupil with special educational needs has equal access to activities of the school together with students who do not have special educational needs, so far as is reasonable practical and compatible with the child receiving the special educational 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 parents on the implementation of the school's policy for students with special educational needs.
- have regard for the Code of Practice when carrying out its duties toward all students with special educational needs.
- ensure that parents / carers are notified of a decision by the school that SEN provision is being made for their child.

The Governing Body will ensure that:

- this policy is implemented fairly and consistently across the school;
- the school meets its duties in relation to supporting students with SEND
- there is a qualified teacher designated as the SENCO for the school;
- the SEN policy is regularly monitored, evaluated and reviewed;
- the effectiveness of the school's work on behalf of children with special educational needs are considered and reported on at least an annual basis;
- in light of the above consider whether the policy needs amending.

14. Complaints procedure

The majority of concerns from parents, carers and others are handled under the following general procedures.

The procedure is divided into four stages;

Stage 1 aims to resolve the concern through informal contact at the appropriate level in school.

Stage 2 is the first formal stage at which written complaints are considered by the headteacher or the designated governor, who has special responsibility for dealing with complaints.

Stage 3 is the next stage once Stage 2 has been worked through. It involves a complaints review panel of governors.

Stage 4 is the LEA Review stage where the local education authority will review and comment upon the way we have dealt with a complaint.

How each of these stages operates is explained in more detail in the school's Complaints Procedure.

The staffing policies and partnership with outside agencies

15. Staff Training

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to ECTs and other new members of staff. (The SENCO takes responsibility for training new staff – teaching and LSAs – as to how the school meets the needs of students with special educational needs.) The SENCO keeps up-to-date with SEN educational developments by regularly attending School, North East Essex Education Partnership and LAs SENCO Network meetings.

16. Links with Health Services, Social Services, Education Welfare Services and Voluntary Organisations.

External support services play an important part in helping the school identify, assess and make provision for students with special education needs e.g.:

- the school receives regular visits from the nominated Inclusion Partner, Engagement Facilitator and Educational Psychologist for the area;
- in addition the school may seek advice from specialist advisory teaching services (Specialist Teacher Team, e.g Teacher of the Deaf, Occupational Therapist) for children with sensory impairment or physical needs;
- the speech and language therapist contributes to the reviews of students with significant speech and language needs;
- the Preparing for Adulthood (PfA) Advisor is invited to attend all Annual Reviews in Year 9 onwards in order to contribute to transition plans for KS5.

17. Role played by parents / carers

A firm principle on which special needs provision is based at the School are that the most effective support is provided for a student when the school and the student's parents or carers work together to help a student to succeed. If a student is considered for placement on the SEN Register parents are informed, asked for their comments and invited into school to discuss how they and the school can work together to overcome problems and address the

needs of their child. As already stated parents are always invited into school to attend review meetings and their comments and suggestions are invited. Parents are also encouraged to help a student at home and advice and strategies can be suggested by SEN staff.

Parents can understand more about how we provide support for SEN students by referring to The Thomas Lord Audley Schools SEN Information Report.

18. Transition arrangements

- Key Stage 2-3. Visits are made by the SENCO team in collaboration with the Pastoral team to all feeder primary schools and where considered appropriate extra visits can be arranged for those students with SEND to meet with SEN staff and to become familiar with the layout of the school. All students visit at the end of Key Stage 2 where they have the opportunity to meet their new tutor and classmates.
- End of Key Stage 4. Those students with an Education, Health and Care Plan have the Preparing for Adulthood (PFA) Advisor invited to their transition review at the end of Key Stage 3 and at subsequent Annual Reviews if felt appropriate. The school has excellent links with both the Sixth Form College and Colchester Institute (our usual post 16 providers). Students are helped with making enquiries and filling in forms. Students are sometimes escorted to the institute for interviews and may be given route training if this is considered appropriate.

Parents / carers should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents / carers and play an active and valued role in their children's education;
- have knowledge of their child's entitlement within the SEN framework;
- make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

19. Medical

Please view the school's Medical Policy for more information on this area.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

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

20. Accessibility around the school

Most of the school site is wheelchair accessible with disabled toilets. The school has lift access in one block, ramps located around some of the buildings and all doors do not open automatically. Additional support could include:

- Chromebooks
- Modified furniture
- Mobility Training
- Personal Care provision
- Access to specialist teacher input
- Coloured overlays
- Access to laptop & tablet technology
- Specialist consideration for examinations

Key Individuals

- Name of designated teacher with safeguarding responsibilities:
 - Mr Kevin Rowland (Deputy Headteacher)
- Name of teacher responsible for Pupil Premium Grant:
 - Mrs Katie Dunne (School Improvement Leader)

Additional Information

School Policies including those around Anti-Bullying can be found on the School Website by following: <https://www.tla.essex.sch.uk/policies>