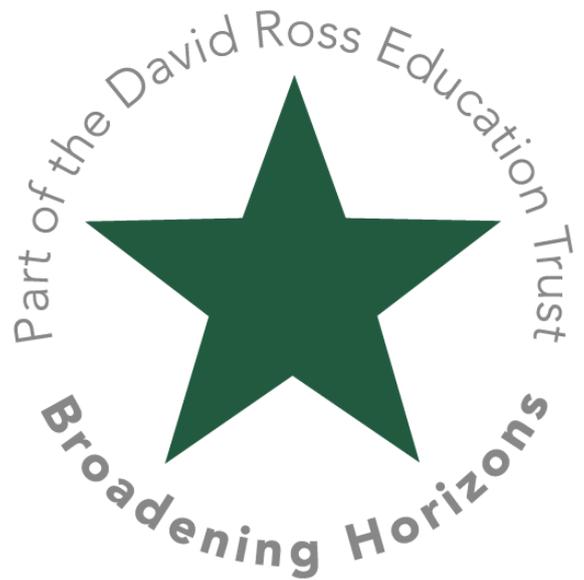




Thomas Middlecott
Academy
★★★★★
Broadening Horizons



Thomas Middlecott Academy

SEN Information Report 2018-2019

In this document you should hopefully find answered any questions you may have.

If you have further questions or would like further conversations about how we may support your child, please feel to contact the SENCo, Helen Quince via email or through the main school number: HQuince@Thomasmiddlecott.co.uk / 01205 722 336

Thomas Middlecott Academy is a fully inclusive and welcoming community, committed to excellence, success and lifelong learning. Each individual is valued and supported to reach their potential. Thomas Middlecott Academy is a school that provides a learning environment in which the pursuit of excellence by each member of the community is recognised, nurtured, encouraged and developed. Each individual is cherished as unique and the responsibility for self and others is valued by all.

We are a School that nurtures all our students' talents and understands that some students with Special Educational Needs and Disabilities (SEND) may need additional support in order to reach their potential and realise those talents. We are committed to all pupils, regardless of their specific needs, making the best possible progress in their education. Thomas Middlecott Academy has high expectations of all students and empowers each pupil to develop a sense of aspiration and broaden their horizon.

All Lincolnshire's schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher Service. An inclusive school should offer the following 'additional and different' arrangements to support children with SEND. This provision is over and above 'Quality First Teaching' which is the entitlement for all children.

The following chart provides some general information about the different approaches, interventions and professionals who may be involved here children present with different levels of difficulty and complexity.

1. What is the School's SEN Information Report?
2. Definitions of words and acronyms
3. What training and experience have staff had specifically relating to supporting children with SEND and/or disabilities?
4. How do we know if a child/young person needs extra help?
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12. How are parents and children/young people included in activities outside the setting, including school trips and/or work experience?
13. How does Thomas Middlecott Academy prepare and support children/ young people for transitions?
14. How are decisions made about the type and level of support a child/young person receives and how are parents and children/ young people involved in the setting?
15. How do we check that your child is making progress?
16. Is attendance Important?
17. What can I do if I am not happy with the support my child is receiving?

1. What is the School's SEND Information Report?

The SEND Information Report is the information that all schools have to share with parents, pupils and stakeholders about what the school is able to offer in terms of SEND support for a young person. It details what we do in order to support children, young people and their families with SEND at Thomas Middlecott Academy and how we work with the families and agencies to ensure the child or young person is able to achieve their potential, no matter what barriers they may have to their learning. The information in this Information Report are compliant with:

The Children's and Families Act 2014

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

The Equality Act 2010

The Special Educational Needs (local offer) regulations section 30

The Special Educational Needs regulations section 67 & 69

Education (special educational needs) (assessment and planning) clauses 36, 37, 44 & 45

In addition, the SEN department also ensures we put into place:

EHCP and learning pathway reviews

Whole School monitoring of teaching and learning in all departments

Annual review of SEN policy

Regular review and assessment within the SEN department with a rigorous approach to data

2. Definitions of Words and Acronyms

For your information here is a glossary of acronyms and words often used that may be of some help.

AA	access arrangements – a legal process of testing and requesting pupils with specific difficulties have some form of additional support or time in exams
ADD	attention deficit disorder
ADHD	attention deficit hyperactive disorder
AR	annual review
ASD	autistic spectrum disorder
CAMH	child and adolescent mental health
CAT	cognitive ability tests – tests that measure how the brain may be working
CoP	Code of Practice (How SEND should be supported)

EHCP	Education Health Care Plan
EHW	Early Help Worker
EP	Educational Psychologist
HI	hearing impaired
IEP	individual Education Plan – a contract written and agreed between school, home and child agreeing how to help and support the child’s progress
LEA	Local Education Authority
MLD	a moderate learning difficulty – when a pupil does not have an SpLD but continues to struggle to learn to a moderate level of difficulty
ODD	oppositional defiant disorder
PDA	Pathological Demand Avoidance syndrome
PI	physically impaired
QFT	quality first teaching
SALT	speech and language therapy
SEND	special educational need and/or disability
SLCN	speech, language and communication need
SpLD	specific learning difficulty, such as dyslexia, dyscalculia, dyspraxia
TAC	Team Around the Child – meetings to support families, supported by external agencies
VI	visually impaired

3. What training and experience have staff had specifically relating to supporting children with SEND and/or disabilities?

Within the school SEND training and qualifications are not limited to those in the learning support department. Some of the many qualifications held and used within school are:

Helen Quince –BA (hons) in History with additional Economic & Social History, Postgraduate Certificate in Education, currently working towards the National Award for SENCO (NASENCo) and Assessor for Access Arrangements.

Emma Harness – currently completing BA (hons) English Literature.

Nichola Dunbar – previous experience in contentious and non-contentious litigation, predominantly family law and child protection working with Guardian Ad Litem. Experienced school governor.

Leanne Wilkinson – apprentice teaching assistant.

Keeley Robinson – apprentice teaching assistant.

Nicola Blanchard – teaching assistant.

Wendy Ridgely – teaching assistant.

Paulina Supierz – EAL teaching assistant.

Svetlana Kerbey – EAL teaching assistant.

4. How do we know if a child/young person needs extra help?

Pupils are primarily on the SEND register when they join the school. The SENCO and assistant SENCO'S visit primary schools prior to the start of Year 7 and meet with the SENCO and class teachers of students with SEN or SEN concerns as an integral part of the transition to secondary process.

Prior attainment data from Key Stage 2 such as Standard Assessment (SAT) scores are considered carefully and all pupils are tested upon entry in year 7 (or on admission to school) to provide baseline attainment data. Pupils below expected levels in year 7 are taught in a class setting of a bespoke literacy package where learning, reading, spelling, awareness and handwriting skills are all supported. Should pupils continue to make less than expected progress a meeting is held between pastoral leaders and the SENCO.

Pupils are also screened for visual stress and if difficulties are suggested we advise parents to seek an optometrist who is qualified in correctly assessing this and prescribe correctly coloured lenses or overlays.

Information from parents is crucial and parents are invited to discuss any concerns they may have at any stage of their child's education at Thomas Middlecott Academy, for example academic progress or a change in circumstances that may affect their ability to learn.

In addition, information from external agencies such as Health, Social Care, the Education Psychology Service, Autism Outreach for example. This information has implications for the pupil in school.

Teaching staff are trained to be aware and notice when a child shows signs of struggle. Teachers liaise with the SEND department for first wave support, should in-class quality first teaching not be enough for a child to learn from. Teaching assistant monitoring and feedback is pivotal in this process. The SENCO will observe pupils in a variety of lessons as required to understand any learning difficulties arising.

5. What should a parent/carer do if they think their child has SEND?

In the first instance you need to contact your child's form tutor, Head of House or Pastoral Support Officer and discuss concerns. A bespoke plan of First Wave intervention and target setting within the classroom will follow on from this. Despite successful efforts from all parties, should this not show improvement then another meeting will be called where the SENCO will be invited in to discuss ways forward. This does not necessarily mean a child has a special educational need, but is an example how we all work together to help a child learn and progress.

Parents are always welcome to have an informal discussion with the SENCO at a time convenient to themselves, by contacting Emma Harness (Key Stage 3 Assistant SENCO) or Nichola Dunbar (Key Stage 4 Assistant SENCO) to arrange an appointment.

6. How do staff support children and young people with SEND?

The pupil is at the centre of everything we do. Teaching and support staff engage in professional development to help them deliver *quality first teaching* so that a child with SEND receives a rich and informative learning experience. High quality teaching in every classroom is the most important aspect of our approach. We use differentiation and task adjustment so that our teaching and resources ensure that all pupils have work appropriate to their learning needs. Every teacher is a teacher of SEND and should ensure that differentiation is achieved through modified resources, tasks and support in lessons. Differentiation can also be approached through changes to a pupil's curriculum.

Should a child require further support then we assess the level of need and through mutually agreed IEP meetings with the parent/carers, a programme of support is put into place to meet the child's individual needs. There are three IEP meetings a year (one each term) in which the Assistant SENCO or SENCO meet with students and parents to review and evaluate their progress in order to formulate revised targets. Data is used to check progress and ensure interventions are working. Such a student would be placed on our SEN register in consultation with parents. The feedback from the student and parents is crucial in this process. If further specialist intervention is required then the SENCO contacts external agencies for their involvement.

The programme of interventions may be achieved through some in-class support, one to one intervention or small group withdrawal support. This includes:

- literacy and numeracy support group eg Read Write Inc
- Speech and language support group
- 1:1 pre-teaching
- Access to bi-lingual Teaching Assistant support
- MFL disapplication for additional language support
- Behaviour intervention group
- Differentiated curriculum provision
- Homework/Coursework catch-up
- Lego Therapy
- Chillax

7. How is the curriculum matched to a child or young person's needs?

Pupils are placed in teaching sets based upon their progress data and performance so that pedagogy, discourse, environment and resources are appropriate for each child's learning needs. Additional Teaching Assistant support is available in some classes where such an intervention is required.

In year 7 a 'Catch Up' programme is arranged where for a term or so pupils with low reading, spelling and comprehension levels are taught such skills intensively. Instead of having English,

history, geography and MFL, pupils are taught by a small team who help pupils develop these vital skills which enable them to access all areas of learning which they may not be able to.

A flightpath approach guides pupil throughout to ensure that their learning matches their abilities and interests.

8. Types of intervention offered include:

Intervention	What does this mean for your child?	Who can get this kind of support?
<p>Class teacher input via good/outstanding classroom teaching.</p>	<p>The teacher will have the highest possible expectations for all students in their class.</p> <p>All teaching is based on building on what the student already knows, can do and can understand.</p> <p>Implementing different ways of teaching so that all students are fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for each student.</p> <p>Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable all students to access the learning task.</p>	<p>All students.</p>
<p>Specific small group work / interventions.</p>	<p>The class teacher and SENCO monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress.</p> <p>Targeted interventions can reduce the barriers to learning and support the student to make faster progress.</p> <p>Support is offered in the classroom, in small withdrawal groups or on a one to one basis.</p> <p>Read, Write Inc 'Fresh Start' is an example of this intervention. This literacy support operates in Key Stage 3 and Thomas</p>	<p>Students who have specific gaps in their learning / understanding.</p>

	<p>Middlecott Academy is a model school for this programme. It supports comprehension, reading, writing and spelling skills as well as independent learning.</p>	
<p>Specified Individual support for students entitled to more than 15 hours in school provided by a Statement of Special Educational Needs / Educational and Health Care Plan (EHC Plan).</p>	<p>The school (or parents) can request that the Local Authority carry out a statutory assessment of a student's needs.</p> <p>Subsequent to the request to the Local Authority they will decide whether they think the student's needs seem complex enough to need a statutory assessment. If this is the case they will ask parents and all professionals involved with the student to write a report outlining their needs. If they do not think the student needs this, they will ask the school to continue with the support at 'SEN Support' level.</p> <p>The Local Authority will then decide if the student's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If so, they will write a Statement of Special Educational Needs or an EHC Plan.</p> <p>The Statement or EHC Plan will outline the number of hours of individual / small group support the student will receive from the LA and how the support should be used and what strategies must be put in place.</p>	<p>Students whose learning needs are severe, complex and lifelong or need more than 15 hours of support in school.</p>
<p>Specialist groups run by outside agencies e.g. Speech and Language Therapy.</p>	<p>If a student has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling the student to make progress.</p>	<p>Students with specific barriers to learning that cannot be overcome through whole class good / outstanding teaching and</p>

	<p>If it is agreed that the support of an outside agency is a way forward, parents will be asked to give their permission for the school to make the referral. This will help the school and yourself understand your child's particular needs better.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> - making changes to the way the student is supported in class e.g. some individual support or changing some aspects of teaching to support them better - support to set targets which will include their specific professional expertise <p>Involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</p> <p>A group or individual work with outside professional.</p>	intervention groups.
Emotional and Mental Health Support.	Some children experience mental health difficulties and require referrals to CAMHS (Child and Adolescent Health Service). Should a child be supported in CAMHS, we recognise that engaging in learning in school can, at times, be difficult. Varying on the individual needs depends on how much support a child will need and when in their school life.	Applicable SEN students.
Homework and Coursework Support.	Literacy and numeracy resources set in addition to regular class homework for children with SEN which reinforce the extra intervention work of their group.	All SEN students.

	This should be done with the support of parents/carers, so that you can monitor your own child's abilities and support them with learning skills - vital for being able to access the school's curriculum. We encourage parents and carers to take an interest in their child's learning with this intervention homework and communicate any concerns or issues via the usual methods.	
Reading and Spelling Buddies (Peer Mentor Scheme).	This is a peer mentoring system where older pupils support younger pupils in their reading and spelling on a weekly basis. This type of mentoring has been proven to have a high impact upon some children's learning compared to adult support (Sutton Trust report, 2011).	Students who have specific gaps in their learning / understanding.
Medical / Disability Support.	Children who have a medical disability may, at times, also require additional adult support with PE when changing or in subjects requiring fine motor skills. These are delivered and developed with the child's occupational therapist or physiotherapist.	Applicable SEN students.

In terms of accessibility at social times, Thomas Middlecott Academy also have the following available:

- Quiet rooms for learning
- Quiet areas for resting / ASD cool downs
- Yellow markers for VI
- Learning support rooms for either one to one or small group interventions
- Pastoral suite for counselling or more sensitive meetings
- Pastoral offices to allow pupils space to discuss confidentially with the officer any concerns they may have
- Specialist staff who can work within our School drawing upon the Education Psychology Service, the Specialist Teaching Service, Autism Outreach Service, the Early Help Team, the Local Authority SEND team, Referral and Assessment Team, the Child

and Adolescent Mental Health Service (CAMHS), THE School Nursing Service, Community Paediatrician to name just a few.

- Inclusion Unit for children experiencing difficulties with their behaviour
- SEN Report to monitor, support and learn more about difficulties experienced through the day

9. How do both parents and the setting know how a child/young person is doing?

According to the most recent amendments to the Code of Practice (2015), pupils with SEND should have their progress and achievement reviewed at least three times a year. For children with SEND parents are invited to their child's IEP meetings which are held at least three times a year with the SENCO or SEND Assistant SENCO for every child on the SEND register. These are in addition to the annual parents' evenings in which the SENCO is always available to discuss issues arising or of concern.

10. How do we support parents/carers to support their child's learning?

During IEP meetings agreements are made in the best way that all can support a child's learning. Parents are encouraged and supported with additional resources to help their child achieve to the best of their potential at home, as well as the school offering additional support, and the child is also encouraged to take ownership of their ability to learn and progress. Learning takes teamwork and co-operation and we will help you to achieve this.

11. How do we support a pupil's overall wellbeing?

Academic progress is only one area that we care for in all of our pupils at Thomas Middlecott Academy. A child's overall wellbeing is paramount to a child's experience at TMA. A form tutor is your child's initial pastoral support check point. Discussions with them will help you know how to help your child should you have concerns. Should concerns develop to SEND or growing problems, Early Help Assessments can be carried out so a family can be supported through difficult times. We want our pupils to be happy so that they are able to learn and engage with the world around them – this is paramount before we can address learning needs. WE support our students' health and well-being in the following ways:

- All students are a part of the tutoring and pastoral system, attached to a Progress Leader to support them.
- SEND students needing further support have a link TA.
- SEND students facing troublesome periods can benefit from the positive SEND report card which involves discussions and supportive meetings with a key TA twice a day.
- The School's Vulnerable Learners' Forum brings the work of SEND and pastoral teams together to ensure a joined approach to support in our School.
- The School has a positive behaviour policy focusing on rewards for good behaviour and attendance.
- Students are invited to take on the role of prefects.

- Good learning habits are promoted, including the development of resilience.
- A comprehensive curriculum that includes the teaching of good mental, social and mental health.
- Bespoke group intervention work delivered in connection with resilience and self-esteem.
- A school counsellor contracted.

12. How are parents and children/young people included in activities outside the setting, including school trips and/or work experience?

Should a child with SEND need require support on activities outside the setting, then support is given when planning of activities are made. Teaching Assistants support on external visits and curriculum enrichment activities. The SEN department operate clubs specifically aimed at SEN students such as Lego Therapy for example. Work experience is a tailor-made package that is matched appropriately to a child's abilities, and the SENCO can be involved in the preparation for this week.

13. How does Thomas Middlecott Academy prepare and support children/ young people for transitions?

Transition meetings are held with the SENCO through each key stage. Primary schools are contacted so that our SENCO can attend any meetings in the last term of year 6, and parents are also invited for an information afternoon where they can meet the SEND team prior to their son or daughter starting. Within the first term parents are invited in to meet and review the progress made.

The induction programme during the summer term of Year 6 involves gaining a familiarity with a secondary school rubric and allows teachers and support staff to welcome the new Year 7 students.

The use of data and baseline assessment assists in identifying students' needs at the beginning of Year 7 and consequently, any pupils needing SEN support during the transition period are flagged up straightaway.

Transition between years 8 to 9 (Key stage 3 to 4) is supported through an IEP & Transitions review meeting, and advice about how to choose options can be discussed. The final transition into post 16 education is again led through IEP meetings as well as career lessons and one to one meetings. For pupils currently with statements, EHCPs or requiring additional support into post 16 education, liaison work with the post 16 provider is carried out early in year 11.

How are resources allocated and matched to children/young people's SEN&D?

Each year the school receives guidance about how to support children with SEND. The SENCO and Assistant SENCO's write a Provision Map which plans the learning support and resources required for the year. This includes all of the interventions required, physical resources for Individual children and adult support for groups of children. This helps the school plan and budget how it will support and enable pupils to achieve their potential.

In additional to the Provision Map, as each child is unique and different, no two plans should be the same, and no journey remains the same throughout their school life. Day to day intervention and support is geared around their ever-changing needs and life stages, in a bespoke format arranged and challenged through IEP meetings. A child may find that they need more support at certain times of the year and it is imperative we meet the learning needs of the child when they need it and plan for those occasions in advance to ensure optimum resources are given. If a child suddenly finds themselves in crisis then support is offered quickly, with the key end goal of developing independent skills. This is raised, discussed and agreed at the IEP meeting.

14. How are decisions made about the type and level of support a child/young person receives and how are parents and children/ young people involved in the setting?

These are matched through a number of ways; IEP meetings, pastoral, and form tutor concerns alongside an understanding of conditions and changes that may happen in a child's life. Decisions are agreed between school and home to ensure support is offered at an appropriate time.

Parent / carers are welcomed and encouraged to follow their child's progress through the termly reports and regular parents' forum. Parents' evenings and IEP meetings are all key times when concerns or worries can be raised. Parent / carers and the young people are actively encouraged to be part of their learning journey and decisions made are explained carefully to the child so that they can take an active role in their life.

In addition to this, the SEN department holds coffee mornings each term open to all parents/carers of our SEN students. These provide an informal opportunity to drop-in for any length of time and chat with our SEN staff over concerns or developments or simply a catch-up.

Termly, the SEN department send home a parental questionnaire in order to gain the views and feelings of parents. Also, the views of students are sought more frequently than this as an integral part of the School's QA cycle.

It is important that everyone takes an active role and participates in a child's journey to learn, and we enjoy working with parents / carers and families to ensure your child gets the best out of their time at Thomas Middlecott Academy.

14. How do we check that your child is making progress?

- Subject and departmental assessment and testing once every term which totals SIX assessment points throughout the year.
- Termly faculty progress meeting and evaluation with the SENCO.
- Annual reviews for EHCP plans.
- SEND drop in coffee mornings for parents and carers.
- Vulnerable Learners' Forum meetings between the SEND and Pastoral teams.
- IEP Review meetings three times a year.

15. Attendance Important?

In an answer – YES!

Research has found that the higher the attendance the higher the achievement of GCSEs at the age of 16, considering those with learning difficulties or with SEND.

If your child cannot attend school as they are unable to learn then call the school immediately. If they may be off for a few days due to an accident or contagious condition, again, contact the school and request that work is sent home so vital learning is not missed.

18. What can I do if I am not happy with the support my child is receiving?

The first point of call is the form tutor or specific class teacher if it is one specific area of learning. Heads of Faculty would also welcome you to come in and talk about how we can resolve your concerns.

Should it be a SEND issue and you feel talking to the SENCO is the preferred option then please email Helen Quince to arrange an appointment: HQuince@thomasmiddlecott.co.uk or email Assistant SENCO's relevant to the Key Stage, Emma Harness (Key Stage 3) EHarness@thomasmiddlecott.co.uk or Nichola Dunbar (Key Stage 4) NDunbar@thomasmiddlecott.co.uk

Should your concern be about behaviour and or well-being, your child's Pastoral Support Officer would be happy to discuss your concerns.

Should these avenues of support not reach a conclusion that you are happy about, then arrange to speak to the Head teacher, Ms J Myhill-Johnson.

Parent Partnership, now called LIAISE, can advise and support parents of children with SEND. They are volunteers who are parents of children with SEND and who are trained to support parents' through times when they need support when raising concerns with either school or the local authority regarding your child's education:

<https://www.lincolnshire.gov.uk/liaise>

Should issues continue to be unresolved, the SEND tribunal considers appeals against the decisions of the County Council about a pupil's Statement of SEN. (SEN&D Tribunal, 7th Floor, Windsor House, 50 Victoria Street, London, SW1H 0NW / 0207 925 6925).
