



# Thomas's ACADEMY

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## **Special Educational Needs and/or Disabilities** **Information Report**

*At Thomas's Academy, we aim to create a vibrant and inclusive school community where all children are provided with a broad, skills-based curriculum, and where they can develop as confident, independent, self-aware and thoughtful learners.*

Our commitment is to promote a positive learning environment that challenges, supports and celebrates every child's achievements. We recognise the value of each pupil and their potential to progress in all areas when individual needs are addressed.

This report is to inform you of the types of support available for your child at Thomas's Academy. It will help you to understand who can help if your child needs additional support, and how this support can be accessed. Please also refer to our Inclusion Policy for further information.



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## **What are Special Educational Needs and/or Disabilities?**

Special Educational Needs and/or Disabilities (SEND) is a **legal** term.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*has a significantly greater difficulty in learning than the majority of others of the same age, or*

*has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

English as an Additional Language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for underachieving learners.

**Please click on the link below for further information on the SEND code of Practice**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**Please click on the link below to see the Local Offer**

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>



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## **Categories of Special Educational Needs**

Children's difficulties may fall into one (or more) of four broad areas:

### **Cognition and Learning**

- Some or all of the work in school
- Making progress in reading, writing or maths
- Understanding information
- Concentration and attention
- Dyslexia

### **Communication and Interaction**

- Expressing themselves
- Understanding others

### **Social, Emotional and Mental Health**

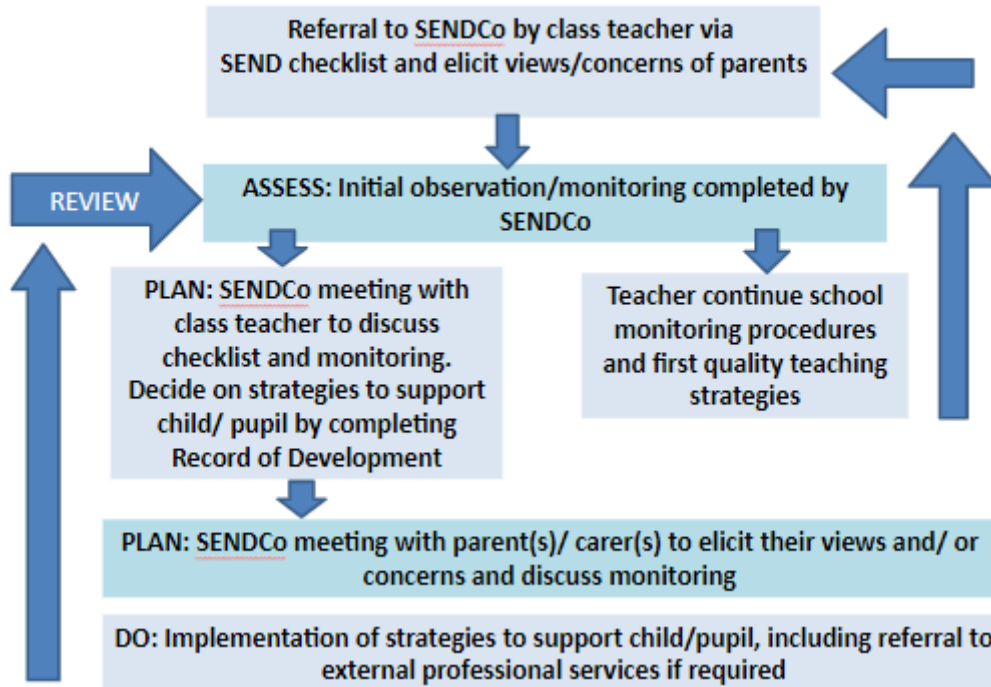
- Organising themselves
- Managing their behaviour
- Making friends or relating to adults

### **Sensory, Physical and/or Medical Need**

## **How do we identify Special Educational Needs and Disabilities (SEND)?**

The progress of all children is monitored regularly by our teachers and the senior leadership team. If our teachers think your child is not making the expected progress as other pupils, or is falling significantly behind the level that is expected for their age, they may be considered to have a Special Educational Need.

## SEND Identification Procedures



The SENDCo will support you and your child's class teacher.

Your child's class teacher and SENDCo will:

- observe your child, assess their understanding of what we are doing in school, and work with them to find out what is causing difficulty.
- Your child may be placed on the SEND register and we will be informed of this.
- Support will be put into place to support your child's learning.

If a child has identified Special Educational Needs and/or Disability before they start at Thomas's Academy, we will work with the people who already know your child and use the information already available to identify how we can meet their needs at Thomas's Academy.



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## **What should I do if I think my child has Special Educational Needs?**

If you think your child has a Special Educational Need your child's class teacher will discuss this with you.

- We will observe your child closely and assess what may be causing the difficulty by completing the **Initial Checklist**. This checklist is completed by the class teacher.
- We will share with you what we find out and what we will do next.
- Our SENDCo (Mrs Gale) will support you and your child's teacher to make the best provision for your child.

## **How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's class teacher may initially speak to you at the beginning or end of a school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to about any concerns at a parent/carer teacher consultation. The class teacher will complete the Initial checklist with you and your child and then send to the SENDCo to review and complete an initial observation.
- The Special Educational Needs and/or Disabilities Coordinator (SENDCo) will review the Initial Checklist and may contact you to arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

***Please see SEND identification procedures for further information or Inclusion Policy***

## **How do we involve children/pupils and their parents/carers?**

We work in partnership with you to support each child's well-being, learning needs, progress and aspirations.

Parents can contact their child's class teacher:

- At the start and end of the school day
- By attending curriculum parent meetings
- By attending parent consultation meetings



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- By making appointments through the school office

Parents can contact the SENDCo through making an appointment at the school office.

Parents are invited to become involved in school life through a number of means:

- TAPs
- ongoing invitations to class and school events

Our Governing Body includes parent governors and we have a designated SEND Governor.

Pupils views are gathered through the One-Page Profile and/or the Record of Development with their class teacher or learning assistant.

### **How do we adapt the curriculum so that we meet the needs of our children/pupils with SEND?**

When we identify a child as having a Special Educational Need their work will be differentiated by the class teacher to enable them to access the curriculum more easily. All staff are trained in a variety of approaches to teaching and learning, which means that we are able to adapt to a range of needs.

This may involve:

- Extra help from a learning assistant in class
- Small group or individual support out of class (intervention)
- Support to manage own behaviour
- The type and length of instructions given
- Alternative resources and specialist equipment may be given to your child e.g. specialist work stations, IT access, visual prompts, writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Outcomes specifically for each child. These are set through a Record of Development which will specify in detail what will be learned, how and who will help.
- Emotional or pastoral support from our Emotional, Literacy Support Assistant (ELSA) /Support from the well-being worker.

At Thomas's Academy we have a three-tiered approach to supporting a child's learning.



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**Universal (wave 1)** – this is the **quality first teaching** your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

**Targeted (wave 2)** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of: a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. This is monitored through your child's Record of Development.

**Specialist (wave 3)** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, pupil inclusion development service, sensory advisory teachers and child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an Education Health and Care Plan (EHCP).

***Please visit our school SEND offer page for further information on the types of provision your child may access.***

At each stage of the process, your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals. These views are recorded in the **Record of Development** and/or through **One Page Profiles** completed with your child.

Teachers meet at least twice a year, with members of the senior leadership team, to review children's progress and discuss any support needed for individual children.

Outcomes for children/pupils are reviewed at least twice a year with the teacher, learning assistant and SENDCo. This information is shared with parents through sharing outcomes recorded in your child's **Record of Development**.



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A **Record of Development** documents the child's learning journey since joining the SEND register. This is a working document details the following key information about your child:

- attainment and progress;
- strengths and areas of need;
- views of families, teachers and professionals;
- gives an overview of the level of support by teaching staff and professionals;
- detail the focused outcomes and strategies to support your child's learning;
- follows the cycle of assess, plan, do and review.

Information collected in the Record of Development will help with the process of applying for an Education, Health and Care (EHC) plan or Contingency Funding if your child has more complex needs.

### **Working with other professionals to support your child's learning needs**

If your child's needs are more complex and advice is required from other support services, a referral may be completed with your permission. This supports both you as parents and any specialist services to focus on what you feel is important to support your child and their individual needs. This might involve the support of one or more of the different professionals with whom we work closely:

- School nurse – to advise on any medical needs and provision and to help when a care plan is needed
- Specialist advisory teachers for Hearing Impaired (HI), Visually Impaired (VI), Physical or Medical Difficulties, Autistic Spectrum
- Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists and Occupational Therapist (OT) - providing advice, training and interventions to be delivered by trained Learning Assistant
- West London Action for Children - supporting children and parents together
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist





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### **What if my child has more complex or severe needs?**

If your child's needs are complex or severe then the school or parent can request the Local Authority for an **Education Health Care Needs Assessment (EHCNA)**. The SENDCo will meet with you to discuss this process before an application is made by the school or if a parent wishes to make a request then you can arrange a meeting with the SENDCo through the school office.

This assessment may lead to an Education Health and Care Plan (EHCP) if your child needs additional support beyond that provided through School Support. If however, their needs can be met through School Support, this will continue to be coordinated through the Record of Development.

If your child needs extra resources to help them with their learning, for example, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these through the EHCP.

This additional provision will be reviewed annually and will include the opinion of parents and child, the class teacher, SENDCo and other professionals who support teaching and learning. This meeting is known as the Annual Review.

***Please visit Hammersmith and Fulham website for details of the Local Offer or click the link on our School offer page.***

### **How is my child's progress assessed and reviewed?**

Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments. Our senior leadership team, check the progress of pupils every term and discuss what we are going to do to make sure that each child is making good progress.



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## **Who is responsible for ensuring the provision meets my child's needs?**

Our team of teachers and learning assistants at Thomas's Academy are experienced and trained to meet a range of needs.

Our SENDCo will oversee provision for any child with SEND and will liaise with class teachers, learning assistants and outside professionals to make sure that your child's needs are being met.

Your child's teacher will set appropriate outcomes and share these with you at least twice a year, or more often if needed.

Each class has a **provision map** which is updated termly by teachers and SENDCo. **Children/pupils with an EHCP have an individual provision map** and these are shared with parents along with the Record of Development outcomes.

## **What support will there be for my child's overall well-being?**

At Thomas's Academy we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

At Thomas's Academy, your child's class teacher, learning assistants, **ELSA** (Emotional Literacy Support Assistant), our trained **Mental Health First Aiders** and SENDCo are available to provide support to help meet your child's needs.

Additional support from specialist staff is arranged as needed for individual children, both in and out of the classroom.

Our **Behaviour Policy**, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance, support children returning to school after an absence and take the necessary actions to prevent prolonged unauthorised absence.

Our **Educational Mental Health Practitioner**, can provide 1:1 guided self-help session over 6-8 weeks. They aim to support and empower parents/carers to:

- Highlight their child's skills, strengths and efforts



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- Promote the parent-child relationship
- Set boundaries with 'positive discipline'
- Develop coping strategies to manage their child's difficulties

The team of both qualified and trainee Educational Mental Health Practitioners (EMHPs) deliver evidence based interventions within the school setting. They work with parents/carers of primary school children who are:

- Feeling anxious
- Worried
- Stressed
- Fearful
- Overwhelmed
- Having behavioural difficulties
- Frustrated
- Having frequent tantrums
- Difficulty following routines

If you wish to find out more about this provision please contact...

### **How will Thomas's Academy support my child in transition stages?**

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Thomas's Academy we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Thomas's Academy makes arrangements to ensure there is a supportive transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHCP, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.



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**If I have any other questions about my child at Thomas's Academy, who can I ask?**

At Thomas's Academy we are very happy to speak to you about any aspect of your child's education.

It is best to speak to one of the following in this order:

- Class teacher
- SENDCo
- Deputy Head Teacher
- Associate Head Teacher
- Executive Head Teacher

You can make an appointment at the school office.