



Thrybergh Academy and Foljambe Campus

Special Educational Needs and Disability Information Report September 2018

(To be reviewed January 2021)

1. Ethos and Values

At Thrybergh Academy we believe that all children and young people are entitled to an education that enables them to make progress in order to:

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

The SEND team at Thrybergh Academy are committed to identifying and addressing the needs of pupils with Special Educational Needs and/ or Disabilities. Throughout their learning journey, we will ensure that every child with Special Educational Need(s) and/ or disability receives the most appropriate package of support to meet their needs.

Without doubt, quality first teaching and learning is vital and all students must have access to this. Thrybergh Academy provides a broad and balanced curriculum which facilitates this and supports our aim to ensure all children engage, wherever possible, in activities alongside each other regardless of any special educational need or disability.

We recognise the needs to work in partnership with parents, students and external agencies to ensure that students are supported to overcome any barriers to learning, which they may experience. Through continued professional development staff acquire the skills they need in order to deliver effective teaching and learning that meets the need of all students, including those with SEND.

Our staff have high expectations of all students, providing appropriate learning and teaching experiences within a positive pastoral framework. We aim to support students, by nurturing an ethos of, high aspirations, confidence and fostering in them the desire to achieve.

2. What kinds of special educational needs does the academy provide for?

Thrybergh Academy is a mainstream 11-16 school.

We welcome students with special educational needs as defined by the SEND Code of Practice 2014.

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The Academy has a dedicated Learning Support room for students with SEND. We expect students to access mainstream lessons and activities, with support, where necessary. We believe in quality first teaching for all students, but where students require additional support we adapt resources and differentiate lessons to ensure expected progress or better for all SEND students.

As an inclusive Academy, we are committed to meeting the needs of all students with Special Educational Needs and Disability. On very rare occasions it may not be possible to meet the needs of a particular student, but we will work closely with you to ensure that your child can access the specialist provision that he or she may require.

In meeting these responsibilities Thrybergh Academy has due regard to the SEND Code of Practice 2014, the Equality Act 2010 and the Disability Discrimination Act 2001.

3. How does the academy know if a student needs extra help and what should I do if I think my child/young person may have special educational needs?

If you have any concerns or questions related to your child possibly having a special educational need, please do not hesitate to contact the SENDCo. Contact details are given in this document. We will then follow a graduated response in order to gather all necessary information in order to support your child effectively.

Progress and achievement is rigorously tracked and the data is used to identify both underachievement and lack of progress. We gather information from:

- Reading and comprehension assessments
- KS2 teacher assessments including SATs results
- Pastoral staff
- Annual Reviews and transition meetings
- Statement and EHC Plan documentation
- Information from outside agencies including Behaviour Support Service, Educational Psychology Service, Learning Support Service, Autism Communication Team the Speech and Language Service
- Baseline Assessment
- Students who transfer to the Academy mid-term have additional assessments in English, Maths and Science. In addition to this, they will have a reading test

Where we have concerns about progress, we will seek advice from other agencies as appropriate.

4. How will both you and I know how my child/young person is doing?

Monitoring and tracking progress is vital to ensure positive outcomes for all of our students and we recognise the importance of keeping you informed of your child's progress. We monitor and track progress as follows:

- the SENDCo tracks and monitors students' data from subject teachers at each review point
- progress checks are completed 6 times throughout the year and copies of the reports will be made available to you
- the progress of students with a statement or EHCP (Education Health Care Plan) will be formally reviewed at an Annual Review with the student and all adults involved
- the SENDCo, in consultation with appropriate staff members, will also check that your child is making good progress within any individual or group work they take part in
- SEND surgeries are run on a termly basis where you are invited to meet the SEND team, in order to talk about your child's progress, or any concerns that you have
- If your child has an EHCP, you will be invited to termly meetings with the SEND team

If your child is still not making expected progress, the Academy will discuss with you any concerns that you may have. A range of methods will be used to keep you informed, including a telephone call, text message, letter or email or by holding a meeting at the academy. Please contact the academy if you feel that you need any additional information about your child.

5. How will the curriculum be matched to my child/young person's needs?

At Thrybergh Academy, we provide highly personalised learning opportunities to meet the needs of all of our students across both key stages.

Placement in class groups is dependent on assessment data. Students are grouped according to ability and are promoted to a higher group wherever possible. At key stage 4 students follow a curriculum pathway matched to need and that will give them the best opportunity to achieve a range of appropriate qualifications.

Students with special educational needs have access to our Learning Support Centre where appropriate. Here, they are provided with additional opportunities to improve their literacy and numeracy skills. In addition to this, students with Autism are provided with opportunities to take part in group work to improve their communication and social skills.

There is an expectation that all students attend mainstream lessons. Additional teaching assistant support will be provided for these students where necessary.

6. How will school staff support my child/young person?

Staff at Thrybergh Academy pride themselves in providing Quality First Teaching through differentiation, effective feedback and marking, and by ensuring that student's needs are met within the classroom. Subject teachers are responsible for all of the students that they teach. For those students identified with additional needs, teaching assistant support may be provided in some lessons.

Students who require specific interventions for literacy, numeracy or speech, language and communication skills, are withdrawn from mainstream lessons as appropriate. Interventions are specific to need and time related with clear targets. Progress is tracked by relevant staff and successes are shared and celebrated with parents and carers. Our interventions include:

- Catch Up Literacy - Reading
- Social and Communication Skills
- IEPs
- Learning Support Plans
- 1:1 Mentoring
- LSPs
- ASC Groups
- Individualised timetables

Governors play an active role in strategically monitoring the quality of our Special Education Needs and Disability provision. The link SEND governor meets regularly with the SENDCo throughout the year.

7. How is the decision made about what type and how much support my child/young person will receive?

All students attend mainstream lessons. They are supported individually, in small groups or in mainstream lessons.

For students with a statement or EHC plan, support will be allocated according to need and the demands within a subject area or activity. Students at SEND SUPPORT access high quality first teaching which is differentiated and matched to need. Teaching assistants are available to support students if required.

A number of students follow specific interventions, tailored to their needs, as part of a bespoke curriculum.

When deciding what support a student will need to make progress, we will look at the statement or EHC plan, review a student's progress data and meet with teaching staff. We will also contact Parents and Carers.

8. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We believe that learning outside the classroom and extended learning opportunities are essential for all of our students to make progress and achieve. We provide a range of activities, trips and visits for all of our students. As a sports college physical activities and PE are an essential part of our curriculum.

Where students have a specific need that may require specialist support an assessment meeting will be held with Parents and Carers and, where feasible, an individualised package of support will be put in place.

9. What support will there be for my child/young person's overall wellbeing?

At Thrybergh Academy, we are aware that students may need additional support for health reasons or for their emotional and general wellbeing. Students have access to the following support:

- A Pastoral system which is managed an Assistant Head teacher
- Year Managers who liaise with key staff, parents and carers
- Learning Mentor
- Attendance tracking, monitoring and support
- KS3/KS4 Inclusion Centre to provide support for vulnerable pupils
- Breakfast Club
- Medical support
- School Counsellor
- Social Care and Health Support
- EWO
- 1:1 Mentoring and key working
- Bereavement support
- Nurture groups
- Academy Multi Agency Team

10. What specialist services and expertise are available at or accessed by the school?

The Academy works closely with a range of outside agencies and specialist services as appropriate. These include:

- Educational Psychology
- School Health including Hearing and Visual Impairments
- CAHMS
- Behaviour Support Service
- Speech and Language including NHS Speech and Language Support
- Autism Communication and Interaction Team
- Social Care
- Early Help Team
- Specialist Assessments for Access Arrangements
- Virtual School Team
- Learning Support Service
- Physiotherapy
- Occupational Therapy

If students require additional advice and support to make expected progress, we will meet with Parents and Carers to agree a way forward. A plan will be agreed and where appropriate, outside agencies will be invited to the academy to discuss next steps. A plan of action will be drawn up and regularly reviewed. Where a student requires Element 3 support funding or statutory assessment leading to an EHC plan we will call an assessment meeting.

11. What training have the staff supporting children/young people with SEND had?

Thrybergh Academy training includes:

- Positive Handling
- Moving and Handling
- Dyslexia
- PIVOTS
- Autism awareness
- Boxall

In addition, we have the following Learning Support staff:

- SENDCo
- Assistant SENDCo
- 1 level 3 Teaching Assistant
- 7 level 2 Teaching Assistants

12. How accessible is the school environment?

The academy seeks to be fully compliant with the Disability Discrimination Act Requirements

- The academy is accessible for students who may require the use of a wheelchair (lifts, ramps)
- Disabled toilets are in place throughout the buildings
- We ensure, wherever possible, that all equipment is accessible to children, regardless of their needs

Where a child has a specific disability or special need we will liaise with Parents, Carers and relevant agencies, to ensure that a transition plan is in place and to secure necessary equipment and ongoing advice.

13. How are parents and young people themselves involved in the school?

At Thrybergh Academy, we actively encourage both students and parents to be involved in learning and the life of the academy. This is carried out through:

SEND Surgeries

Parent Information Evenings

PTA

Young Leaders

Student Prefects

School Council

Parent meetings

14. Who can I contact for further information?

In the first instance, please speak to your child's Year Manager. Further information can be obtained from your child's Head of Year.

If you require information about Special Educational Needs please contact:

Miss Michelle Diskin, Assistant Headteacher and SENDCo: 01709 850471 ext. 214

m.diskin@thrybergh.com

Mrs Katie Lyon, Assistant SENDCo: 01709 850471 ext. 229

k.lyon@thrybergh.com

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

If your child is moving to another school we will:

- contact the SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child
- make sure that all records about your child are passed on as soon as possible

If your child is transferring from Year 6 with a EHC Plan we will:

- attend the annual review or a transfer review meeting
- organise transition sessions for your child to attend in the summer term

Where a student with a EHC Plan transfers to the academy mid-term we will discuss this with you and any other relevant outside agencies.

Children with EHCPs are supported through the post-16 transition, including support with completing applications and transport to interviews.

16. What other support is available?

For more information about the Rotherham Local Offer:

<http://www.rotherhamsendlocaloffer.org/>

Complaints:

The academy works wherever possible in close partnership with parents and carers to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and heard through the academy's complaints procedure.

In the first instance if you would like to make a complaint, we would advise that you discuss this with the academy's SENDCo, Miss Michelle Diskin, to explore whether solutions can be found.

If a solution cannot be found, the SENDCo will support and guide you through the academy's graduated approach to your complaint.

However, if we are unable to find a solution and you are unhappy with how the academy has managed your complaint you have the right for it to be heard by an Independent Tribunal.

If you would like to make a complaint, you can obtain objective advice and support from the following services:

Rotherham Parents Forum Limited

Mangham Manor House

Scrooby Lane, Rotherham S62

6NX Phone: 01709 296262

Website: <http://www.rpcf.co.uk>

Rotherham Special Educational Needs and Disability Information, Advice and Support Service (SENDDIASS)

Rotherham SENDDIASS

Riverside House 1st

Floor Wing C

Rotherham S65 1AE

Phone: 01709 823627

Website: <http://www.rotherhamSENDdiass.org.uk>