

# SEND Information Report

Thomas Keble is a mainstream 11–16, fully comprehensive school committed to an inclusive ethos. All staff at Thomas Keble School value the abilities and achievements of all our students. We believe that all children should be valued as individuals and we are committed to providing for each student the best possible environment for learning which includes additional support when needed. At Thomas Keble, educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. However, very occasionally we may feel that we are unable to meet the needs of an individual child particularly if in offering them a place, we would compromise the educational provision for other children in our care.

At Thomas Keble we:

- Recognise the need for special educational needs to be identified and assessed.
- Ensure that students learn and interact in a caring, happy, safe and secure environment.
- Listen to, and involve students, family/carers and other professionals in decision making.
- Challenge students to become as independent as possible and achieve their full potential whatever their ability.
- Provide maximum opportunity for continued growth and development in order to increase self-esteem.
- Value the importance of friendships and encourage respectful, trusting relationships throughout the Academy.
- Treat students as individuals where their individual needs, interests and aptitude are recognised.

We recognise that high quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have Special Educational Needs and Disabilities (SEND). However, we recognise that at some point some students also require additional support and intervention.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential both academically and personally in order to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND information report**. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

## **What kind of special educational needs and disabilities are provided for at Thomas Keble?**

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Students at Thomas Keble have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Physical and Medical needs.

### **How does our school know/identify that children have special educational needs or disability?**

Information regarding students with SEND is gathered through close liaison with parent/carers, all feeder Primary schools, visits by the Head of Year 7 and the SENCo before they arrive in Year 7.

#### **Assessing students**

All students are assessed on entry using the:

- Suffolk reading comprehension, WRAT4 single word spelling and Cognitive Ability Tests (CAT).
- WRAT4 Maths Computations.

Additional tests available for students who may require further intervention include:

- Wide Range Achievement Test 4 (WRAT 4) – reading, reading comprehension, spelling and number skills
- Edinburgh Reading Test 4
- Hodder oral reading test (reading speed)
- CTOPP 2 Comprehensive test of phonological processing
- Allcock speed of handwriting, word processing speed
- Dyslexia screener (digital online version and face to face screening)
- Coloured overlay screening
- DASH (Detailed Assessment of Speed of Handwriting)

Students who receive intervention are tested a minimum of three times per year. Parents are kept informed of any significant changes or movement. Whole school student progress is monitored in line with our Assessment and Recording Policy.

Students who receive additional support are placed on our SEND register, which is accessible to all staff.

Identification of difficulties and strategies to support individual students, as well as acknowledgement of successes are recorded on the **student passports**. This information is discussed and reviewed with parents, carers and students. Passports are updated three times per year and shared with all staff. Students with passports also have a key worker allocated to them.

### **How will our school include parents and students in planning support?**

We take pride in the good relationships we build with our parents/carers and students. We strive to work collaboratively with them in order to carry out a holistic approach to supporting students identified with SEND. Parents/carers of students with SEND will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCo, if they have a concern. Discussion with parents is always welcome and information shared helps inform our **Student Passports**.

We would also encourage you to support us and your child by encouraging them to fully engage in their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and signing planner

- Attending parents' meetings
- Attending any meetings specifically arranged for your child

Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons and those with an Education, Health and Care Plan, attend review meetings; contribute to their setting of objectives and complete their, 'About me' document prior to reviews. Academic tutoring takes place at least termly, when students have detailed discussions with their tutor about their attainment, progress and next steps for improvement.

**How do we prepare our school to welcome and support SEND students and how do we arrange and support a transfer to another school/educational establishment?**

Thomas Keble school staff understand that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND.

For students coming into Year 7, the Head of Year 7, Mrs Burnside, visits all feeder primary schools. She meets with all students and their Year 6 teachers to gain as much information as possible about the students, including the SEND information. For students with SEND, the SENCo, Miss Emily Belcher, liaises with the SENCo from the primary schools, who pass on all relevant information, including SEND files.

Parents/carers of students with SEND in primary schools whose child may be coming to Thomas Keble are always welcome to contact the SENCo who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to visit and discuss this.

For students with EHC plans or Statements of SEND, the SENCo attends all Year 5 transition and Year 6 review meetings to begin to understand the needs of these students and to plan for their transition to Secondary School.

All students with an EHC Plan, or a Statement of SEND and those students identified by their primary school as needing additional support, attend a transition day in Learning Support in June. Additional transition visits and taster lessons are also arranged in term 6, as necessary, to help reassure students and help us further with identifying their needs.

All Year 6 students who will be attending Thomas Keble are invited in for a transition day in the summer term, when they spend the day in their new tutor group and take part in activities to help them adjust to life at Thomas Keble.

Thomas Keble creates its tutor groups for Year 7 with great care and the Head of Year 7 places students with SEND in tutor groups in conjunction with the SENCo, using all the information they have available.

All students in KS4 follow a comprehensive programme of careers guidance and have a minimum of one interview with a Careers adviser in school. In Year 10, all students visit two local colleges for taster days. All students with an EHC Plan or a Statement of SEND will have access to our Youth Support Officer, Miss Lisa Gair, from Year 9 onwards. She attends all reviews of the plan or statements for students in Year 9 and 11. The SENCo also invites the Learning Support Coordinators from the local colleges to attend reviews in Year 11, in order to give first hand advice to students and their parents/carers about the suitability of courses. Following their reviews, our Year 11 students are supported in attending further taster days at college and may also attend interviews in order to help facilitate a smooth transition.

Once students are established in their chosen post 16 providers, the SENCo and HLTAs make every effort to visit them in their new setting.

## **How does our school teach and support students with SEND?**

We are a fully inclusive school and we offer a broad curriculum for all our students. Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. This may involve using different strategies and more practical adaptations of resources and activities. We have a range of staff to support students and address any additional needs they may have, including students with SEND. This includes the SENCo, Assistant SENCo, Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TAs) and pastoral support workers.

Resources are allocated based on evidence of need and effectiveness. Students with an EHC Plan or Statement have resources allocated as outlined in their Plan or Statement. Support at Thomas Keble includes:

- In-class support from a TA. Students in the 'S' set for literacy and set 5 for Mathematics currently access support in all lessons across the curriculum.
- Small extracted teaching groups for English and Mathematics led by the Learning Support teachers and Higher Level Teaching Assistants (HLTAs).
- Ruth Miskins' phonic based complete literacy programme, 'Read, Write, Inc.' for all students in Years 7-8 below Level 4 on entry. Some may continue to follow a phonics based Units of Sound programme or an alternative programme in Year 9. The programme is delivered by the Read, Write, Inc. manager supported by the HLTA for English and two TAs. All are Read, Write, Inc. trained.
- Intervention groups for dyslexia, spelling, reading, handwriting/touch typing and social skills.
- 1:1 tuition for literacy (toe by toe, apples and pears, Word Wasp/Hornet and Language for Thinking, Somerset Thinking Skills) mathematics and social emotional support (including anger management).
- Differentiated PE curriculum to support students with identified medical and physical difficulties.
- Specialist ICT equipment e.g. netbooks, enlarged keyboards, livescribe smart pen, voice-activated software.

In Year 9 we provide advice and guidance for all students with SEND with their chosen KS4 Pathway.

At Key Stage 4 students may be currently offered the alternative option choices of NOCN Horticulture, ASDAN and Level 1 CoPE alongside Entry Level qualifications in English, Mathematics, Science, History and Geography and a Short Course in Catering.

When your child is approaching the start of KS4, if we think it is needed, we will assess and apply for Examination Access Arrangement, according to the Joint Council for Qualification (JCQ) exam regulations. If they meet the criteria, they may be permitted a reader (or computer reader), scribe, rest breaks, prompt, additional time, the use of a word processor or coloured examination papers.

Students with a sensory or physical need may also access a live speaker, oral language modifier, a practical assistant or papers with an enlarged format or Braille.

Interventions follow a monitoring cycle involving assess-plan-review. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

At the end of Year 10 support is given to our more vulnerable students and those on EHC Plans or Statements towards finding enjoyable and rewarding work experience placements. These have included animal management, childcare, retail, hair and beauty, construction and the catering industry.

In Year 11 our more vulnerable students and those with EHC Plans are supported and guided in their preparation for Post 16 education. We have regular contact with local Post 16 providers to ensure that students with SEND access appropriate courses on leaving Thomas Keble. The SENCo and HLTAs accompany students to taster days at college and may also attend interviews in order to facilitate a smooth onward transition.

Those students who are unable to travel to and from school independently may be referred, if appropriate to the LIFT (Learning Independence for Travel) training project. This supports young people with a Learning Difficulty or a Physical Disability in accessing public transport to school or college.

### **What expertise does our school and our staff have in relation to SEND?**

All teachers are responsible for the progress of all students within their care. Through setting, the use of differentiated resources and applying differentiated strategies all staff work hard to support and include all students in their learning.

### **Training of staff**

We pride ourselves in ensuring all members of staff including our support staff have access to regular training.

There are regular whole school updates on specific areas of SEND led by the SENCo and other members of staff. When necessary, we request the support of external expertise to support the delivery of high quality teaching and learning and to support the delivery of the EHC Plan. Members of the safeguarding team attend regular training on child protection; mental health and multi-agency working, both in house and externally, in the 4 broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health needs and Physical and Medical needs. The SENCo is also available for SENCo drop-in sessions once per week.

### **Learning Support Department**

Our Learning Support department is made up of a large, very experienced team, led by the SENCo, Assistant SENCo, 2 teachers, 6 faculty-based Higher Level Teaching Assistants (HLTAs), 15 qualified Teaching Assistants and regular, volunteer support from a qualified TA. We also have a team of volunteer reading mentors. The SENCo, one teacher and the HLTA for English are qualified dyslexia specialists and two are members of the British Dyslexia Association. All members of the department regularly access continued professional development and this has more recently included: ADHD; ASD; Asperger's Syndrome; Attachment Disorder; Dyslexia; Dyscalculia; Emotion Coaching; Handwriting; Managing Motor Co-ordination difficulties and sensory issues in the classroom; Memory Skills; Moving Learners beyond Phonics; Strategies for improving literacy; Supporting Students with BESD; Visual Impairment; Youth Mental Health; and Alternative Curriculum Options at KS4.

Four members of the department are First Aid trained and four are trained in Moving and Handling.

### **Working with outside agencies**

Where a student with SEND is not making expected progress and Thomas Keble feels that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their advice. The school works

closely with Gloucestershire Education Authority and use the Early Help process when appropriate to do so.

A wide range of support services are available to visit and/or offer expert advice, including:

- Local authority Advisory teachers for Cognition and Learning, Communication and Interaction, Hearing impairment, Visual Impairment and for students with physical difficulties
- Speech and Language therapist
- Physiotherapists and Occupational therapist
- Educational Psychologist
- Virtual School for support of Gloucestershire Looked After Children
- Children and Young People Services (CYPS)
- Social Care
- Targeted Support Team
- Education Entitlement and Inclusion
- Youth Support Service
- School Pastoral Support Worker in school
- School Nurse

If you believe your child needs support from a specialist, please contact the SENCo or discuss at the next review/parents' evening.

### **How do we evaluate the effectiveness of our SEND provision?**

Student progress is regularly monitored and reviewed both as a whole school using National Curriculum Levels and within the Learning Support department. All students, including those with SEND, are assessed on a regular basis, in accordance with the school's Assessment Policy. Teachers formally assess and review progress and attainment three times a year which is communicated to parents/carers by one report and one progress review which is sent home. Additionally, parents' evening are held once a year when there is an opportunity to discuss progress, attainment and next steps.

At the start of any intervention student baseline data is gathered and recorded using standardised scores. The impact of each intervention is reviewed a minimum of three times per year through further assessment in addition to using student questionnaires. All interventions are recorded on our provision mapping which is available to all staff. If students are not making good progress in relation to their ability, we adopt the support.

Students with an EHC Plan or Statement have a minimum of one annual review of the plan or statement each year. Parents or Carers plus the young person are invited to attend these meetings. If appropriate, the following professionals may also attend:

- Advisory teacher
- Lead health professional
- Educational Psychologist
- Social worker
- Representative from the Virtual School
- Youth Support Officer
- Representative from post 16 provider

We welcome the involvement of parent/carers and want to keep you up-to-date and involved with your child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers and Annual Reviews.

## **What access do our SEND students have to those facilities and extra-curricular activities available to all young people?**

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage'. 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014).

Thomas Keble is fully inclusive and all children are actively encouraged to participate in our large range of extra-curricular activities. Some students benefit from the support of a TA to attend clubs with them during the lunchtime.

There is full access to all areas of the school for students with a physical disability, including wheelchair users. A lift allows access to the upper floors in the main building. There are three disabled toilets. The Learning Suite is located centrally on the ground floor of the main building and comprises two classrooms, an individual tuition/ICT area, an office and disabled toilet.

Additionally the Learning Support Department runs a range of clubs to support SEND students.

For example:

Catch-up club - each lunchtime in the Learning Suite (also available to our more vulnerable students each breaktime)

Animal club – each lunchtime in the Science garden

Card club – every Monday and Friday lunchtime

Film club – each Tuesday after school

Garden club – each Tuesday after school in the Science garden

Knitting club - on Wednesday lunchtime in the Learning Suite

Fun Club each - Monday after school in the Sports Hall

Boccia club - each Friday lunchtime in the Dance Studio

Minecraft – every Tuesday, Wednesday and Thursday lunchtimes

Students with SEND can be given support when needed to attend extra-curricular activities.

Day and residential trips are, of course, open to all children and your child's specific needs can be discussed if they wish to join such a trip. Financial support is available for students who are in receipt of the Student Premium grant.

## **How will we support your child's wellbeing?**

At Thomas Keble school we take our pastoral responsibilities seriously and we take pride in the high level of student support and guidance which we provide. All students are assigned to a form tutor who will (in most cases) remain with them as they progress up the school. In addition, all tutees spend two extended tutor times per week with their tutors and follow a programme specially designed to meet the needs of that year group. Alongside this, tutors spend time on a one-to-one basis (Academic Tutoring) with students in order to review their academic progress and help them set targets in order to meet their full potential. The continuity provided helps build a strong relationship between tutor and students. There are additional members of staff who are also able to provide pastoral support, these include: Heads of Year, Designated Safeguarding Lead, Pastoral Support Worker and the SENCo and Teaching Assistants. We also have external support from many agencies such as:

Children and Young People Service (CYPS)

The Eating Disorder team

Teens in Crisis

Journey Man (Domestic violence)

Prema (Art Therapy)  
Head 4 Heights

For a small number of students who struggle with their emotional awareness and social skills, we run both small groups and individual sessions which are designed to improve self-confidence and self-esteem.

Thomas Keble is a safe environment; however, our more vulnerable students are welcome to spend their social times in the smaller, nurturing environment of the Learning Suite. Additionally TAs are on duty around the school site each lunchtime and also lead their own clubs.

Our school nurse is in school each week and she is available to any student who feels they would benefit from meeting with her within a confidential setting to discuss their concerns. In addition, we have a pastoral support worker who works at the school four days a week with students struggling to deal with personal issues.

### **Anti-bullying**

Thomas Keble School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within the school community. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. We are a leading school in our approach to anti-bullying and in recognition of the outstanding work have received a Diana Award.

To work together to prevent bullying we have set up the Diana Ambassadors. These are a group of students who have been trained to deal with bullying and listen to students that have a concern or problem. A number of students received specific training to enable them to deal with situations. Assemblies have been carried out on all types of bullying. These have been run by a member of SMT, the ambassadors and the police, including an annual session using Chelsea's Choice. The ambassadors have also delivered KS3 lessons and have recently made a link and visited a local feeder primary school. For students who struggle with keeping themselves safe on-line, our pastoral team provide additional support and guidance together with their parents.

For more information about how our school responds to bullying incidents, please refer to our Anti-bullying Policy on our website in the policies section.

### **Who can you contact should you have any concerns or a complaint about the provision for your child with SEND?**

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact the Deputy Headteacher, Mr Christopher Patrick, the current Governor for SEND, Mrs Mary Beswick, or the SENCo, Miss Emily Belcher.

All are available by:

Telephone 01452 770301

Email [ebelcher@thomaskeble.gloucs.sch.uk](mailto:ebelcher@thomaskeble.gloucs.sch.uk)

The school's formal complaints procedure is also available on the school's website at [www.thomaskeble.gloucs.sch.uk](http://www.thomaskeble.gloucs.sch.uk)

Students with SEND are encouraged to express any concerns they may have to the SENCo, Teaching Assistants, their Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns.

Where can you get further information?

Contact the school on 01452 770301

Look at the Gloucestershire Local Authority's Local offer at:

[www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer](http://www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer)

Look at the school's SEND policy which is available on the Thomas Keble website under Policies at [www.thomaskeble.gloucs.sch.uk](http://www.thomaskeble.gloucs.sch.uk) or as a hard copy on application to the school.