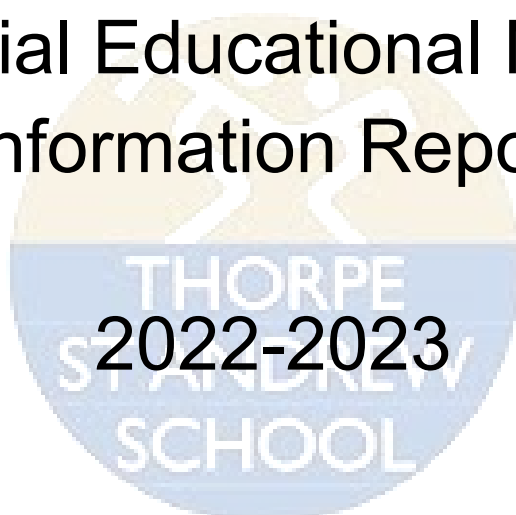


Thorpe St. Andrew School and 6th Form

Special Educational Needs Information Report



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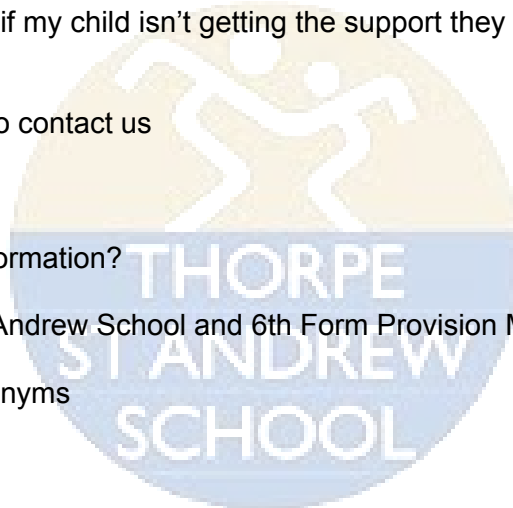
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PART 1 – KEY INFORMATION

INTRODUCTION

A message from the Principal, Mrs Penny Bignell and the Special Educational Needs Coordinator (SENCO), Mr Pedro Salgado:

Welcome to Thorpe St. Andrew School and 6th Form SEND Information Report 2022-23. This report explains how we support young people with Special Educational Needs (SEN) and Disabilities (D).

WHY IS THIS REPORT SO LONG?

It is a legal requirement (under the **Children and Families Act 2014**) for all schools to publish a SEN Information Report on their website and update it at least annually. The **SEND Regulations 2014** and the **SEND Code of Practice 2015 (CoP)** set out all the information that must be included in this report. There is a lot of required information which is why this is such a long document.

Speaking to families, we understand that the length of this report could make it quite daunting. If you would like to talk to a member of staff about any part of this report, please do get in touch.

At Thorpe St. Andrew School and 6th Form we are committed to working together with all members of our school community, providing the very best opportunities for all our students and this report is firmly set in the context of our school aims and ethos, 'Excellence for All'.

We believe our students are entitled to an excellent education regardless of ability or background. This means that our students leave us equipped as life-long learners, prepared to contribute positively to the wider community and able to lead a successful and fulfilling life being the best that they can be. We are a caring school that aims to inspire and encourage students to take pride in what they do and in who they ARE. We believe that our students should:

- **Aspire** to achieve by aiming for excellence in every way,
- **Respect** all others and their environment by demonstrating exceptional behaviour at all times,
- **Engage** with their learning effectively by consistently demonstrating an excellent attitude to learning.

This is who we ARE and we now invite you to be part of our future achievements as, together, we aim to develop excellence in each individual student.

If you are a parent or carer, pupil, governor, or a member of the wider Thorpe community, we would welcome your feedback and involvement in reviewing the way we support children with SEND, so please do contact us.

The people to contact this year are:

Headteacher: Mrs Penny Bignell

SENCO: Mr Pedro Salgado

SEN Governor: Mr Geoff Lawton

All of these members of staff can be contacted via the school office on: 01683 487780.

In the first part of this report, we are going to give you some information about the school and the support that is available in the local area. We are also going to include some of those key bits of information that need to be included in every SEN Information Report.

In the second part of the report, we've included some questions and answers that families told us would be useful.

Please look at the contents page on pages 2-3 and you can then go directly to the section you are interested in.

THE LOCAL OFFER

This report is part of the **Norfolk Local Offer** for learners with SEND. The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about **education** and **health and social care** in one place. To access the Norfolk Local Offer click on this link:

www.norfolk.gov.uk/send

SO, WHAT IS SEN?

At different times in their school career a child or young person may have a special educational need (SEN). The SEND Code of Practice 2015 defines SEN as:

“A child or young person has a SEN 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Learners can fall behind in schools for lots of reasons. They may have been absent from school or they may have attended lots of different schools meaning that they have not had the same consistent opportunities to learn. They may not speak English very well or at all. They may have worries which distract them from learning. So, not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Most children with SEN can have their needs met by the types of additional support provided at school. We call this level **SEN Support**. However, if a child needs a higher or more specialist level of support the school and/or families can request an Education, Health and Care (EHC) needs assessment from the Local Authority (LA). If the LA decides that this higher level of provision is needed, a child may then get an EHC Plan (EHCP) which combines the child's education, health and social care needs. In this report, we refer to this level of support as EHCP. Further information about EHCPs can be found [here](#).

If you think your child may have SEN, please speak to the SENCO, Pedro Salgado.

SO, WHAT IS DISABILITY?

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.” Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with sensory impairments such as those affecting sight or hearing, or long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

All staff at Thorpe St. Andrew School and 6th Form are aware of the requirements of the Equality Act 2010. This legislation places specific duties on schools, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in

the Equality Act and to make 'reasonable adjustments' to ensure that disabled children are not at a substantial disadvantage compared with their peers.

For further information on how we ensure access for all, please see our school website: <http://www.thorpestandrewschool.org.uk>. To find the school Accessibility Plan please click the 'About Us' tab and then go to the 'Policies' page.

WHAT IS SEND?

Together we refer to these two groups – SEN (Special Educational Needs) and Disability – as SEND.

WHAT IS SEND?

The SEND Code of Practice identifies four broad areas of SEN.

These are:

Cognition & Learning (C&L). Children with C&L difficulties might:

- learn at a slower pace.
- have difficulties with memory and organisation.
- have a specific difficulty with literacy (e.g. dyslexia) or numeracy (e.g. dyscalculia).

Communication & Interaction (C&I). Children with C&I might:

- have speech, language and communication needs (SLCN) that make it more difficult for them to communicate with others. They might have difficulty saying what they want to, or understanding what is said to them.
- find the social side of school difficult. It may be difficult for them to understand social rules, which could make conversations and play challenging. Children with Autistic Spectrum Disorder (ASD) are likely to find these things especially difficult.

Social, Emotional & Mental Health (SEMH). Children with SEMH difficulties might:

- behave in ways that disrupt their learning because of underlying mental health difficulties, such as anxiety or depression.
- do things that impact their health and wellbeing, such as self-harm or eating disorders.
- have difficulties with friendships which leave them feeling isolated.
- have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder that could impact their SEMH.

Sensory and/or Physical (S/P). Children with S/P might:

- have vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) that requires specialist support and/or equipment to access their learning.
- have a physical disability (PD) requiring support and equipment to access the opportunities available to their peers.

More information about these areas can be found in the [SEND CoP](#) on pages 97-98.

You can find examples of the additional support for learning that is available at Thorpe St. Andrew School and 6th Form to pupils with SEN for each of these four broad areas on our Provision Map. A Provision Map does not detail the individual learners' names, but describes what we do to support learners with SEN. The Provision Map changes every year, as our learners and their needs change.

SENCO

Every school will have a Special Educational Needs Coordinator (SENCO). The SEN Code of Practice states: 'The SENCo must be a qualified teacher working at the school...they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.' (p108).

This designated member of staff oversees the day-to-day provision for children with SEN to ensure that support makes a difference for pupils. This includes those who have an EHCP. The SENCO works closely with the Principal, Mrs Penny Bignell, and with staff, families and other agencies. All staff at Thorpe St. Andrew School and 6th Form have a responsibility towards children with SEN and work closely with the SENCO on all aspects of our provision.

Our SENCO is Pedro Salgado. Pedro has worked at Thorpe St. Andrew School and 6th Form since 2015 and is a qualified teacher. Pedro completed the National SENCO Award in September 2020. Pedro is contactable via the school office on 01683 497780 or via email, psalgado7xry@yare-edu.org.uk.

For further information about the role of the SENCO follow the link [here](#).

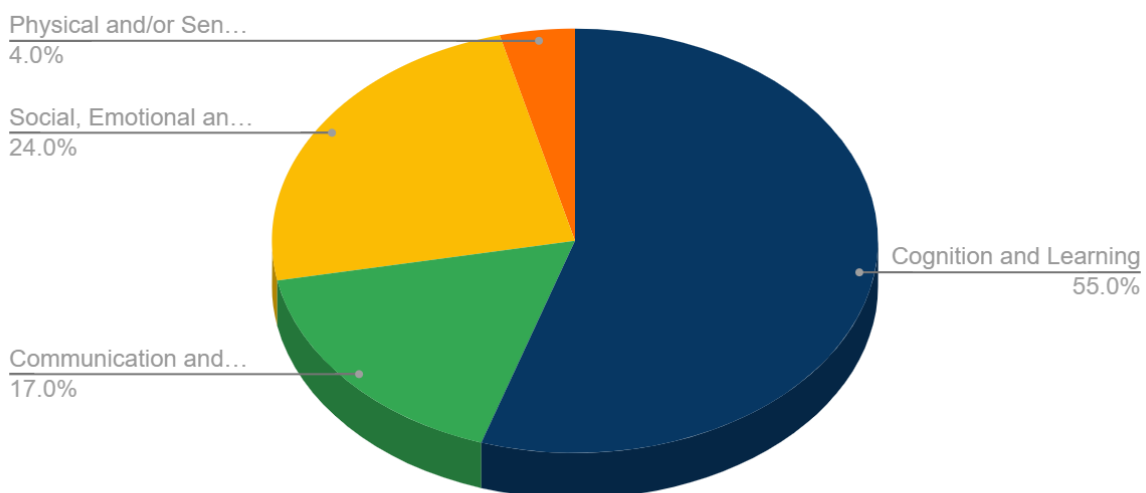
OUR SEND PROFILE 2022-2023

Our SEN profile for 2022-2023 shows that 13% of children in the school have been identified as having SEN (243 pupils out of 1831). This consists of 12% at SEN Support and 1% with an EHCP.

Below, we have outlined the percentage of pupils with SEN at Thorpe St. Andrew School and 6th Form who are identified with each of the four broad categories of need.

- Cognition and Learning 59%
- Communication and Interaction 13%
- Social, Emotional and Mental Health 21%
- Physical and/or Sensory Needs 7%

SEND Profile Infographic 2022-2023



This information is based on each pupil's identified primary need, but these pupils may also have secondary needs that are not represented by this data.

65% of pupils on the SEN Register are boys, and 35% are girls and none identified as 'other' gender.

SEN FUNDING

As well as the main school budget, schools receive additional money to support children with SEN. This is known as the 'SEN notional budget' and it is published in the school's SEN Memorandum.

You can find Thorpe St. Andrew and 6th Form SEN Memorandum for 2021-22 here:

<https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

From the SEN notional budget, the school must fund the first £6,000 of any additional support provided to each pupil, but the school does not receive this amount per pupil. Last year, Thorpe St. Andrew School and 6th Form SEN notional budget was £425,820. This means that the school received approximately £1,752 per pupil). The school needs to make up any shortfall from their whole school budget.

If a child has a high level of need that can not be met within this £6,000, schools can apply to the Local Authority for additional funding via a banding system.

Further information can be found on the Norfolk Local Offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/schools/sen-funding-for-schools>

Thorpe St. Andrew School and 6th Form SEN notional budget is used in a variety of ways to support children with SEN. Examples of how money was spent last year include:

- Additional hours for SENCO/Teachers/Teaching Assistants (TAs)/Higher Level Teaching Assistants (HLTAs) to deliver high quality in class support, intervention work, after school tuition, SEMH support and additional supervision for lunchtime and social times.
- High quality Continuous Professional Development (CPD) with an SEN focus.
- Memberships of professional SEN Networks and Forums for school staff.
- Providing staff cover to allow teachers, TAs and leaders to attend training and CPD.
- Accessing specialist support services such as the EPSS Team for specific learning difficulties diagnostic assessments, educational psychologist assessments.
- Purchasing specialist diagnostic assessments and resources.

For 2023-2024 we would like to maintain the provision mentioned above and funding will be used in a similar way.

PART 2 – Q & A

HOW DOES THE SCHOOL KNOW IF MY CHILD MIGHT NEED EXTRA HELP?

IDENTIFYING CHILDREN WITH SEND

Subject teachers, support staff, families and, the young people themselves, may be the first to notice a difficulty with learning.

At Thorpe St. Andrew School and 6th Form we focus on identifying a child's barriers to learning, rather than looking only at diagnostic labels. Examples of barriers to learning could include:

- speed of processing,
- reading,
- working memory,
- anxiety,
- attention,
- hearing,
- social communication skills,
- language comprehension.

Barriers to learning can be identified in a range of ways: through conversations with children and families (termly pupil progress meetings take place in the Autumn, Spring and Summer Terms); through observations by school staff; or through informal/routine assessments. We consider how a barrier to learning is impacting a child and what we can do to overcome or remove these barriers. In addition to targeted assessments for individual children, we carry out baseline screening assessments of all children joining Thorpe in Year 7 looking out for indicators of specific areas of difficulty. Baseline assessment points and reviews are in September and March each academic year for students in Year 7 and December and May for students in Year 8.

For some learners a more formal or diagnostic assessment may be helpful, which could involve the SENCO or external professionals. Some specialist support is provided through Norfolk County Council, as described on the Local Offer website, including School to School support, Educational Psychologist services and the school nursing team. Some support is available for free, while other services incur a cost. We may also suggest that families make an appointment with their GP for a referral. Once we have gathered all the relevant information through a combination of the methods mentioned above, we work together to ensure that the child receives support that is designed to help them overcome or remove their barriers to learning.

The following school policies provide further information about how Thorpe St. Andrew School and 6th Form identifies need and makes provision for learners with SEN.

All of these can be accessed on our school website <https://thorpestandrewschool.org.uk/>.

To find the policies please click the 'About Us' tab and then go to the 'Policies' page:

- SEND Policy;
- Supporting pupils with Medical Conditions;
- Accessibility Plan;
- Students with Additional Health Needs Attendance Policy;
- Safeguarding Policy;
- Behaviour and Attitude for Excellence Policy;
- Complaints Policy and Procedure;
- Admission Policy;
- Equality Information and Objectives.

HOW DO WE SUPPORT LEARNERS WITH DIFFERENT AREAS OF NEED AT THORPE ST. ANDREW SCHOOL AND 6th FORM?

At Thorpe St. Andrew School and 6th Form we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach at a range of levels that reflect the pupils' range of interests and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something 'extra' that is 'additional to or different from' the normal differentiated curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to overcome or remove barriers to their learning and we work closely with the pupil and their families to determine the right provision.

Our **Provision Map** describes the range of teaching strategies and interventions that we use to support learners with SEN. The support is set out in three columns: Quality First Teaching (QFT), **Interventions** and **Specialist Support**. These are explained below.

CLASSROOM SUPPORT – QUALITY FIRST TEACHING

Every teacher is a teacher of SEN and is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. To enable this to happen the SENCO supports teachers by providing advice and access to high quality training. Our **Provision Map** outlines the ways teachers support children with SEN within the classroom. At the current time, we have one child in school with physical needs who requires adaptations to the physical environment.

INTERVENTIONS

Sometimes a child may benefit from a specific intervention outside the classroom, working individually, or in a small group, with a member of the Raising Achievement Team. These specific, time-limited sessions focus on helping a child making progress with key skills or knowledge and/or removing barriers to learning. For examples of this kind of additional support for learning please see our **Provision Map**. Children with different areas of need may also benefit from extra time or support with reading during examinations and assessments.

EXTERNAL AGENCY SUPPORT

Thorpe St. Andrew School and 6th Form has access to a range of external support services. Some of these are provided for free, but many are paid for by the school from the SEN Notional Budget or the Whole School Budget. External agencies are involved on a case-by-case basis, based on need. Sometimes the child will work directly with an outside agency, and at other times the specialist support will be delivered by school staff under guidance from external specialists.

Below you can see some examples of professionals, agencies and networks that we have worked with in the past three years:

- Educational Psychology Specialist Support (EPSS). The EPSS team is a multidisciplinary team, with Educational, Clinical and Occupational Psychologists, Specialist Learning Support Teachers, and the Critical Incident Lead Officer, who has a background in social work and education.
- Dyslexia Outreach Service. This subscription service offers practical support and training to schools with regard to their provision for dyslexic learners. They also carry out diagnostic assessments for exam access arrangements.
- School 2 School support. This is a service offered by the consortium of Norfolk Complex Needs Schools, formally known as Trust Norfolk-SEN. School 2 School Support offers support to school staff and learners to develop a climate of opportunity and success for all.
- Emotionally-based school avoidance team (strategies to support SEMH needs).
- SENSi - Paediatric Occupational Therapists and Advanced Practitioners in Sensory Integration (SI) and Sensory Attachment Intervention (SAI) providing treatment for a wide range of Sensory Processing Disorders (SPD) and difficulties relating to SI, SAI and SPD.
- Virtual School SEND. The NCC service for educators providing training, advice and support.
- Neurodevelopmental Service. Norfolk Community Health and Care NHS Trust.
- SEN Forum (Local Authority). This SEND Forum for SEND professionals is led by the Virtual School for SEND.
- Child and Adolescent Mental Health Service (CAMHS)

- Education High Needs SEND Service.
- NASEN, Regional SEND leads at Nasen Whole School SEND.
- Just One Norfolk health services.

We also access the following services when needed: Nelson's Journey – Child Bereavement Charity; Alpha Inclusion & Communication, The Benjamin Foundation Emotional Wellbeing Support.

SUPPORTING FAMILIES AND CHILDREN WITH SEN DURING THE COVID-19 GLOBAL PANDEMIC

From March 2020, when schools in England first went into lock-down, families of children with SEN were telephoned weekly by the Raising Achievement Team. Families were offered additional support with remote learning, including loans of IT equipment, differentiated workbooks and worksheets. Some children were provided with a personalised curriculum. Many children with SEN were spoken to directly by the SENCO to offer encouragement and support.

Some children with SEN were invited into school during the lock-down period and they were provided with an education which included sessions on positive mental health and well-being.

HOW DO WE FIND OUT IF THIS SUPPORT WORKS?

Monitoring pupil's progress is an integral part of what we do at Thorpe St. Andrew School and 6th Form.

Progress data is scrutinised by the senior leadership team, governors, local authority and Ofsted. There are termly assessment points and meetings between the SENCO relevant Raising Achievement Staff to review the children's needs and decide if further interventions, external specialist support or a change in approach are needed.

SEN is also on the senior leadership team agenda, termly, in meetings dedicated exclusively to audit, monitoring and celebration of the SEN provision in school and pupil's achievements.

THE GRADUATED APPROACH

We follow a four-part cycle known as 'the graduated approach'. This process helps us make sure that the support we are giving is effective. It is really important that children and their families are closely involved in reviewing this support throughout the process.

The four parts of the graduated approach are: assess, plan, do and review and these are explained below:

- **Assess:** We assess using information from parents and other family members, children, school staff and sometimes other professionals. We use a variety of initial assessments which can help us to identify the child's needs so that the right SEN support is given. These assessments could focus on any of the four broad areas of need.
- **Plan:** Taking account of the views of children and their families and of the child's needs, we decide what SEN support will be put in place to achieve the desired outcomes. This could be in class support, interventions or specialist support. Every term, the SENCO, the learner and their family will talk together before we decide what kind of help we give a child. This includes a one-to-one pupil-friendly interview with every child on the SEN Register to help them give their views on how they are supported. We also agree what we expect to be different following the implementation of this extra support, and when we will next review things.
- **Do:** Working closely together, we do what we have planned.
- **Review:** We use assessments at each review point (termly) and compare the results to the initial assessments that we did at the start of the process. This allows us to review whether the SEN support has had a positive impact and what needs to happen next. We share this information about progress with families and children at each review point. We do this through pupil progress review meetings and written feedback.

At Thorpe St. Andrew School and 6th Form, details from this support cycle are written down in a Individual SEND Support Plan. Every child on the SEN Register has an Individual SEND Support Plan, which describes the child's strengths, additional support, areas of difficulty, targets and strategies that help them and the outcomes of each review process.

They are used to make sure that everyone who works with the child knows about them and can use the information to help them give the right support.

The majority of learners with SEN will have their needs met by this graduated approach. However, if a child with SEN does not make progress despite the additional provision set, families or the school can request an Education, Health and Care needs assessment so that the Local Authority can decide if there is a need to provide an Education, Health and Care Plan (EHCP). If a child has an EHCP, this is formally reviewed with families annually, in addition to the less formal termly meetings. These pupils will receive additional funding to support their needs. Further information about EHCPs can be found [here](#).



HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS AND BREAKFAST AND AFTER-SCHOOL CLUBS?

ACCESS AND ENGAGEMENT

At Thorpe St. Andrew School and 6th Form, we aim to ensure that pupils with SEN can engage in all the activities of the school, including school trips, social times and extra-curricular activities, alongside those who do not have SEN.

In 2022-2023 we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO via the school office on 01603 497711 to discuss specific requirements when applicable.

WHAT TRAINING HAVE THE STAFF WHO ARE SUPPORTING CHILDREN WITH SEN HAD?

RECENT TRAINING (LAST 2 ACADEMIC YEARS)

At Thorpe St. Andrew School and 6th Form we are committed to providing staff with high quality training and professional development opportunities. Staff have access to a variety of specialist SEND training courses delivered in-house or by external providers (both remotely and in person).

The SENCO regularly attends the Norfolk SEND Forum and NASEN Network and Annual Conferences. In addition, below are details of specialist SEND training undertaken by staff at Thorpe in the last 2 academic years:

	Who	When
SEND Leadership		
DSL - Designated Safeguarding Lead Course	SENCO	February 2022
Diploma in Strategic Teaching Support for Dyslexia	SENCO	March 2023
NPQSL - National Professional Qualification for Senior Leadership, UCL	SENCO	September 2021
Census Training (NCC - Inclusion, Learning and SEND)	SENCO	September 2021

The SEND Review Process - Ensuring Impact for All, NASEN with David Bartram OBE	SENCO	July 2021
Element 3 Funding Workshop (SEN) NCC	SENCO	June 2021
Annual Review of EHC Plans	SENCO	June 2021
Every Leader is a Leader of SEND (NASEN)	SENCO	May 2021

SEND Training

ELSA Training - Emotional Literacy Support Assistant	RACs	November 2021
Catch- Up Literacy Training	RACs	September 2021
L7 Specialist Assessor for Exam Access Arrangements (completed in March 2022)	RAC	September 2021
Whole School SEND - Condition Specific Videos: Visual Impairment	RACs	October 2021
Whole School SEND - Condition Specific Videos: Hearing Impairment	RACs	October 2021
Whole School SEND - Condition Specific Videos: ASD	RACs	October 2021
Whole School SEND - Condition Specific Videos: Physical Disability	RACs	October 2021
Whole School SEND - Condition Specific Videos: Speech, Language and Communication Needs	RACs	October 2021
Whole School SEND - Condition Specific Videos: SEMH	RACs	October 2021
Whole School SEND - Condition Specific Videos: Dyspraxia	RACs	October 2021
Whole School SEND - Condition Specific Videos: Dyslexia	RACs	October 2021
Whole School SEND - Condition Specific Videos: Dyscalculia	RACs	October 2021
Whole School SEND - Condition Specific Videos: ADHD	RACs	October 2021

HOW WILL THE SCHOOL LET FAMILIES KNOW ABOUT THINGS? WHAT DO I DO IF I WANT TO TALK TO SOMEONE AT SCHOOL?

WORKING WITH FAMILIES

At Thorpe St. Andrew School and 6th Form, we are committed to working closely with the families of children with SEN. We want parents and carers to feel that they can talk to the SENCO, other staff in the Raising Achievement Team and the teachers about their children on an everyday basis.

Below are some of the ways we work with families.

Families of children with SEN:

- will access a SEN update meeting with the SENCO every half term.
- will have regular informal opportunities to talk to the SENCO and the Raising Achievement Team.
- can contact the SENCO (Pedro Salado on psalgado7xry@yare-edu.org.uk) to request a meeting to discuss any concerns.
- are invited to share their views and participate in discussions about the education of their child during parents' evenings.
- are invited to additional termly SEND meetings to discuss the special educational provision for their child.
- receive questionnaires and surveys from the school and the governing body to allow them to give their views on key issues. These views then help to inform the review and development of the school offer and policies.
- can contact the designated SEND Governor. receive useful SEN-related information via newsletters and half-termly emails, such as signposting to useful events and training.

We are always looking for ways that we can improve the way we work with families. This year we will have a particular focus on the ways we engage with families. We are looking for family members and children who would be willing to get involved and discuss what more we could do to work in partnership with families. If you would be willing to be part of these discussions and/or work with us in any of the following ways, we would love to hear from you.

We have had parents and students volunteering for after school programs in our Allotment Area, part of our SEND Provision and this has been very successful. Please contact the SENCO if you or your child would like to take part in activities in our Allotment Area.

If you have worries about your child, or you would like to get involved in discussing the way we support children and families, please contact our SENCO, Pedro Salgado via the school office or via email: psalgado7xry@yare-edu.org.uk.

HOW WILL THE SCHOOL HELP MY CHILD GET READY FOR THEIR NEXT STEPS: JOINING THORPE ST. ANDREW AND 6th FORM SCHOOL, TRANSITION TO POST-16 EDUCATION?

JOINING THORPE ST. ANDREW SCHOOL AND 6th FORM

When a child joins Thorpe St. Andrew School and 6th Form in Year 7, the SENCO will liaise with the child's family and their Primary/Junior School. Families also have opportunities to visit the school and speak to staff. Children attend extra transition sessions and meet the adults that they will be working most closely with.

If a child joins Thorpe St. Andrew School and 6th Form in another year group, a similar process is followed. We will speak to new children and their families, as well as contacting your child's previous school so that we can gain an understanding of the needs of new pupils.

We also support our students transitioning to Post-16 education in a similar way.

TRANSITION

Moving on is a part of life for all learners. This can be transitioning to a new school, having a new teacher, or moving on to another school. Thorpe St. Andrew School and 6th Form recognises that change can be unsettling and works in partnership with children, families and other providers to plan for and provide positive transitions for our learners with SEN.

Transition will be discussed with you and your child to ensure that your views are understood and you are involved with planning and decision making. Transition to Post-16 education will be discussed in the Spring and Summer Term of their Year 11 to ensure time for planning and preparation. In some cases, we will begin supporting pupils to think about future goals and transition even earlier.

Staff at Thorpe St. Andrew School and 6th Form will have contact with the new school to ensure that all relevant information is passed on. Some children may benefit from additional visits to their new education provider and staff have sometimes accompanied the child on these visits.

HOW AND WHO DO I TALK TO IF MY CHILD ISN'T GETTING THE SUPPORT THEY NEED OR IF I HAVE ANY OTHER CONCERNS?

HAVE YOUR SAY AND HOW TO CONTACT US

Thorpe St. Andrew School and 6th Form welcomes everyone helping to shape and develop provision for our learners, aiming at achievement for all.

If at any time you have comments, feedback or ideas about any area of our SEN provision, we would love to hear from you.

Please contact any of the following:

SENCO: Mr Pedro Salgado (psalgado7xry@yare-edu.org.uk)
SEN Governor: Mr Geoff Lawton (office-tsa@yare-edu.org.uk)

All of these members of staff or governing body can be contacted via the school office on:
01603 497711

COMPLAINTS

If a family is unhappy with the provision made at Thorpe St. Andrew School and 6th Form and if they wish to make a complaint, we strongly encourage them to initially speak to the SENCO regarding their complaint via the school office on 01603 497711.

If the issue cannot be resolved at this level the family would be directed to the school complaints procedure.

The Complaints Policy can be accessed on our school website:

<https://thorpestandrewschool.org.uk/>

To find the policy please click the 'About Us' tab and then go to the 'Policies' page.

Further support available to families who wish to make a formal complaint can be found here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/reaching-agreement-sen-support>

WHERE CAN I GET MORE INFORMATION?

School leaders, working with the governing body, will always consider how other bodies, including health and social services, local authority support services and voluntary organisations might support the school in meeting the needs of our pupils with SEN and their families. Please see below information on other useful external support services that are regularly involved in meeting the needs of pupils with SEND and in supporting their families:

The Norfolk SENDIASS (Information, Advice and Support Service)

The Norfolk SENDIASS provides information, advice and support to children, young people and parents/carers about SEND. This includes health and social care where it is linked to education. It is a free, dedicated, confidential and impartial service based in Norwich. You can contact the service by calling 01603 704070, or emailing

norfolksendiass@norfolk.gov.uk. You can also find more information on their website:

<https://www.norfolksendiass.org.uk/about-us/about-us>

The Norfolk Local Offer

The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about **education** and **health** and **social care** in one place.

To access the Norfolk Local Offer click on this link:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Just One Norfolk

Just One Norfolk is the single point of access for all Norfolk Healthy Child Programme services. Your call might be for an appointment change, or you might have a parenting question or a worry about your child's physical or emotional health.

Visit: <https://www.justonenorfolk.nhs.uk/> or phone on **0300 3000123** or text the parentline on **07520 631590**.

This SEN Information was shared with governors in March 2023. It is updated annually and published on the school website



APPENDIX 1 - THORPE ST. ANDREW SCHOOL AND 6th FORM
PROVISION MAP 2021-2022

	Whole school Quality First Teaching
Applicable to the 4 broad areas of need (SEN)	<ul style="list-style-type: none"> • High expectations for all children, including those with SEN. • Differentiation of the curriculum: adjustments made to planning, activities and outcomes as needed to meet needs and ensure all children make progress. • Teachers consider the teaching approaches that will work best to engage children and help them overcome any barriers to learning • Planning lessons that build on what children already know. • Whole school positive behaviour policy. • Setting tasks with clear goals, expectations and timescales for completion. • Tasks and instructions are broken down into stages. • Having clear and consistent classroom routines and explicit expectations for learning behaviour. • Adjusting timetables to allow intervention work to take place, while still allowing pupils access to a broad and balanced curriculum. • Using flexible grouping to allow pupils to work with a variety of different children. • Remote learning available when pupils are unable to attend lessons, with learning revisited with pupils on their return.

COGNITION & LEARNING

Quality First Teaching (available to all students including those with SEN)	Pupils with SEND Support (early intervention)	Pupils with SEND Support + EHCP (personalised specialist support)
<ul style="list-style-type: none"> • Allowing extra processing times. • Visual aids used during teaching. • Modelling and worked examples. • Providing easily accessible, clearly labelled resources and strategies to support independent learning (e.g. word banks, writing frames, concrete resources in maths). • Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction. • Displays and working walls. • Additional support provided during the lesson by teachers and support staff. • Giving instructions in small chunks with visual clues. Checking for understanding by asking children to tell you what they have to do. • Reading Programme twice/weekly during form time for Years 7, 8 and 9. 	<ul style="list-style-type: none"> • 1:1 and small group intervention in literacy with the Raising Achievement Team. • 1:1 and small group intervention in numeracy with the Raising Achievement Team. • Differentiated ICT such as: Literacy Planet, Dynamo Maths, Docs Plus, ATT software. • Precision teaching for reading and spelling. • Additional phonological awareness interventions: SNIP, Spelling Mastery, Toe by Toe. • Access to the research evidence based intervention Read Write Inc. FreshStart. 	<ul style="list-style-type: none"> • Input from Educational Psychologists and access to Specialist Learning Support Teachers. • Additional exam access arrangements.


COMMUNICATION AND INTERACTION

Quality First Teaching (available to all students including those with SEN)	Pupils with SEND Support (early intervention)	Pupils with SEND Support + EHCP (personalised specialist support)
<ul style="list-style-type: none"> • Offering peer to peer support (e.g. giving time to think and talk to a partner before answering a question). • Clear instructions including visual aids, broken into small steps. • Structured school and class routines. Visual timetables with. • Students are informed of change in advance. • Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction/support sensory needs. • Language enrichment and vocabulary development through shared stories with pictures to support comprehension (social scripts, comic strip conversations and social stories). • Modelling and worked examples. • Use of photos/pictures. Differentiated questioning. 	<ul style="list-style-type: none"> • 1:1 and small group intervention in literacy with the Raising Achievement Team. • 1:1 and small group intervention in numeracy with the Raising Achievement Team. • Differentiated ICT such as: Literacy Planet, Dynamo Maths, Docs Plus, ATT software. • Precision teaching for reading and spelling. • Additional phonological awareness interventions: SNIP, Spelling Mastery, Toe by Toe. • Access to the research evidence based intervention Read Write Inc. FreshStart. • Social Stories. • Lego Based Therapy. • ELSA support. • 1:1 Mentoring. • Safe Space/Sensory Room. 	<ul style="list-style-type: none"> • Input from Educational Psychologists and access to Specialist Learning Support Teachers. • Additional exam access arrangements. • Transition support moving up to high school and post-16 options. • Mentoring. • Safe Space/Sensory Room.

SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES

Quality First Teaching (available to all students including those with SEN)	Pupils with SEND Support (early intervention)	Pupils with SEND Support + EHCP (personalised specialist support)
<ul style="list-style-type: none"> • Whole school Positive Behaviour Policy and anti-bullying culture. • Promotion of positive communication, Growth Mindset. • Flexible seating arrangements and quiet/low-stimulation areas. • Parent and pupil questionnaires. • School council. • Use of Newsletters to celebrate successes in and out of school. • School mental health champions. 	<ul style="list-style-type: none"> • Zones of Regulation. • Daily/weekly/half-termly check-ins. • Allotment area. • Focussed Social time adult supervision. • School pet. • Small group or individual sessions teaching relaxation techniques such as mindfulness. • 1:1 'Walk and Talk' sessions – this may be weekly or as needed and could have an emotional literacy teaching focus or simply a nurture 'check in'. • 1:1 and small group sessions teaching mindfulness and self-regulation techniques. • Providing quiet spaces for children to access when they need it. • Alternative provisions such as the BASE and Quiet School. 	<ul style="list-style-type: none"> • Input from Educational Psychologist. • Input from SENSi - Paediatric Occupational Therapists and Advanced Practitioners in Sensory Integration (SI) and Sensory Attachment Intervention (SAI). • Input from Emotionally-based school avoidance team. . • Transition support. Students are informed about changes in advance and extra support is put in place. • Social time support. • Signposting to external agencies as appropriate. • Alternative provisions such as the BASE and Quiet School. • Allotment area.

SENSORY AND/OR PHYSICAL NEEDS

Quality First Teaching (available to all students including those with SEN)	Pupils with SEND Support (early intervention)	Pupils with SEND Support + EHCP (personalised specialist support)
<ul style="list-style-type: none"> • Flexible seating arrangements. <p>Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction.</p> <ul style="list-style-type: none"> • Motor skill development activities and letter formation, handwriting and touch typing. • Chunky pencils/pencil grips. • Left-handed equipment. • Anti-glare IWB backgrounds. • Outdoor Learning. • Mindfulness and other relaxation techniques. • Coloured overlays, exercise books to aid visual stress.. 	<ul style="list-style-type: none"> • Personalised lunchtime arrangements. • Personalised lunchtime/break time arrangements. • Providing quiet spaces for students to access when they need it. • Fine motor skill development activities. • Pencil/writing pen grips. 	<ul style="list-style-type: none"> • Input from Educational Psychologist. • Input from SENSi - Paediatric Occupational Therapists and Advanced Practitioners in Sensory Integration (SI) and Sensory Attachment Intervention (SAI). • Personalised unstructured time arrangements. • Movement breaks. • Site accessibility arrangements.

APPENDIX 2 - SEND ACRONYMS

ASD	Autistic Spectrum Disorder	P&S	Physical and/or Sensory
C&I	Communication & Interaction	PEaSS	Provision Expected at SEN Support
C&L	Cognition & Learning	QFT	Quality First Teaching
CAMHS	Child and Adolescent Mental Health Service	SEMH	Social, Emotional and Mental Health
CoP	Code of Practice	SEN	Special Educational Needs
CPD	Continued Professional Development	SENCO	Special Educational Needs Coordinator
EAL	English as an Additional Language	SEND	Special Educational Needs and Disabilities
EHCP	Education, Health and Care Plan	SENDIASS	SEND Information and Advice Support Service
EP	Educational Psychologist	SIR	Special Educational Needs Information Report
EPSS	Educational Psychology & Specialist Support	SLCN	Speech, Language and Communication Needs
HLTA	Higher Level Teaching Assistant	SPD	Sensory Processing Disorder
LA	Local Authority	TA	Teaching Assistant
NASEN	National Association for Special Educational Needs	VSSS	Virtual School of Sensory Support
NCC	Norfolk City Council	WSEND	Whole School SEND
RAC	Raising Achievement Coordinator		