

Contact details:

- The Inclusion (SEND) department is coordinated by Emilia Plumb, Director of Inclusion.
- Adil Ahmed (Lead teacher of The Oaks at Thomas Estley, our C&I SEND Unit) and Ruth Wall (Inclusion Manager) have specific leadership responsibilities within the SEND department
- Email: inclusion@thomasestley.org.uk
- Further information regarding support, services and activities available to young people with a special educational need and/or disability living in Leicestershire, their families and the professionals who work with them can be found on the following website:
<https://www.leicestershire.gov.uk/popular-now/directories/information-and-supportdirectory/leicestershires-send-local-offer>

SEN needs that are provided for in our setting:

- There are four broad areas of Special Educational Needs identified within the SEND code of practice:
Communication and interaction /Cognition and learning /Social, emotional and mental health / Sensory and/or physical needs
- Within our setting we currently have learners with the following needs: Autism, Speech Language & communication needs, Sensory processing difficulties, Attachment trauma, Moderate/Severe learning difficulties, Hearing impairment, Visual impairment, Social Emotional and Mental health needs, Complex medical needs
(including Heart defects, Spina Bifida, Cerebral Palsy, Friedrich's Ataxia), Foetal Alcohol Spectrum Disorder, Dyslexia, Dyspraxia and Diabetes

Identifying learners with SEN and assessing their needs:

- If a member of staff raises concerns about a learner a cause for concern email is sent to inclusion@thomasestley.org.uk
- Once a cause for concern email is received, parents are informed that this has been received by the SEND team and further information gathering is going to take place. Information is then gathered from all teachers of the learner to identify any consistent barriers to learning. Observations of the learner in lessons are carried out by the SEND team, feedback is gathered from teachers and pastoral colleagues and a conversation with the learner takes place. The SEND department then decide if the need is SEN

related or if it is a concern that can be met by support from other teams within school (Pastoral, Safeguarding etc).

- If it is agreed that there is an SEN need, parents are contacted and informed that their child is going to be added to the SEND register – this is recorded and updated on SIMS. Assessments that can be carried out ‘in house’ then take place to identify appropriate support strategies and exam access arrangements. It is important to note that ASD and ADHD are medical conditions which can only be diagnosed by a medical professional. We screen students for processing speed in school but cannot diagnose Dyslexia or Dyscalculia. Learners for whom needs can be met by Quality First Teaching have a one-page profile (pupil passport) which is shared with all adults who interact with the learner. Learners for whom needs are met by Quality First Teaching and further supported by specific interventions including the involvement of outside agencies/services are monitored via the APDR (Assess, Plan, Do, Review) cycle. If appropriate progress is made once the APDR cycle is complete, learners may come off the SEND register, but their ongoing progress would still be monitored
- If additional, specific support is identified as a requirement once at least 2 cycles of ADPR have been completed, the SEND department may consider completing an EHCNAR (Education Health and Care needs assessment request) to assess if an EHCP (Education Health and Care Plan) is required to provide targeted support for the learner.

Arrangements for assessing and reviewing learners’ progress towards outcomes:

- At Thomas Estley there are opportunities for parents of students with SEND to meet with representatives from the inclusion leadership teams three times a year.
- All discussions from meetings with parents/carers/learners are recorded on our SEND meeting template and then students’ pupil passports and/or APDR documentation (where applicable) are updated appropriately and circulated to all staff who interact with the learner.

Evaluation of effectiveness of our provision for learners with SEND:

- After each termly data collection, the progress reports of all learners with SEND are analysed by the inclusion department in line with our termly updates to the SEND register.
- If learners have made good progress, especially those on school support who only access the universal support of Quality First Teaching, they may be removed from the SEND register with parental consent.

- If learners have not made expected progress with support in place, additional support may be implemented and/or teacher led support strategies will be refined.
- The impact of interventions is also reviewed on a termly basis and this is increased, decreased or adapted as appropriate.
- Other information which is considered when evaluating the effectiveness of our provision for learners with SEND includes attendance, attitude to learning, behaviour and suspension data.

Consulting parents/carers of learners with SEN and involving them in their child's education:

- Parents/Carers of new Year 7 students with an EHCP or SEND needs which may require significant school support are contacted in the first half term to assess the support strategies in place and make any required adjustments.
- 'Light touch' Annual Reviews take place for all Year 7 students with an EHCP in the Autumn Term – a 'full' Annual Review then takes place for all Year 7 students with an EHCP in the Spring Term.
- All meetings are recorded on our SEND meeting template and appropriate updates are made to learners' APDR cycles and/or pupil passports which are then communicated to relevant staff.
- All discussions in meetings include expectations of parents' contributions towards support (eg listening to their child reading at home, supporting with consistent bedtime and morning routines etc).
- Members of the SEND team attend meetings for CLA learners with SEND when appropriate to share relevant information regarding the support in place for those learners working collaboratively with Pastoral and Safeguarding Teams.

Consulting learners with SEND and involving them in their education:

- Our leadership and student voice opportunities are representative of students with SEND.
- SEND parent/carers and student voice questionnaires are completed on a termly basis.

The approach to teaching learners with SEND:

- Thomas Estley Community College is an inclusive community with an ambitious curriculum for all.
- Quality First Teaching ensures effective learning and progress for all learners including those with SEND.

- Regular training is delivered to all staff to ensure that awareness of how to best support our learners with SEND remains high profile.
- Clear guidance on where to access up to date pupil passports detailing support strategies is shared with all staff on a half termly basis.

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Updates around individual students are shared with their specific teachers via email to ensure a continued collaborative and flexible approach to ensuring support is consistent and relevant.

- Outcomes and key action points from Annual Review meetings are shared on a with specific teachers of individual students to ensure needs are met in an up to date and appropriate manner.
- Inclusion information updates are produced regularly to be accessed by all staff
- SEND is a standing agenda item for regular meetings and briefings – this ensures that consistency in SEND information is shared and discussed across the school.
- LSA support in lessons with students who have an EHCP, when appropriate and part of timetabled provision ensures collaborative interaction between the SEND department and the wider curriculum.
- This collaborative approach, which underlines that SEND is a shared responsibility at Thomas Estley, is further enhanced by lesson drop ins and observations, including EHCP experience checks, discussions with students with SEND and positive communication with curriculum and pastoral leaders.
- Departmental planning uses adaptive teaching strategies that are embedded and allow all students to access and engage with our broad, balanced and ambitious curriculum and to make progress relative to their individual starting points.

Support for improving emotional and social development:

- We have dedicated SEMH interventions and trained staff who work closely with learners who have more extreme and/or urgent SEMH needs on a daily or weekly basis.
 - Weekly meetings between the Inclusion team, the SEMH intervention leads and each Head of Year take place to assess and adjust the provision and support for key students with SEND in order to remove any barriers to learning and/or behaviour for learning.
- There is a close working relationship between the SEND and Safeguarding team to develop appropriate support packages for our students with SEMH needs.

How learners with SEND are enabled to engage in activities available to those learners who do not have SEND:

- We have a varied and distinctive Core enrichment and leadership offer at TECC which is accessible to all learners.
- All learners follow an enrichment programme and embedded leadership opportunities which ensure the development of cultural capital, knowledge and skills through

educational visits, live speakers and immersive experience days in school which are wholly inclusive.

Additionally, our enrichment offer provides opportunities for all students to access extra-curricular and distinctive clubs which are of interest to them irrespective of SEND.

- The Inclusion department support, where required, with the inclusion of SEND students in extra-curricular and leadership opportunities to ensure no learner with SEND is unable to access the enrichment offer. This includes support within extracurricular clubs and assistance with school productions and events.
- Additionally, the Inclusion department runs nurture club for our most vulnerable students.

Arrangements for supporting learners in moving between phases of education and in preparing for adulthood:

- We are committed to providing a thorough and bespoke transition for our incoming students who are vulnerable or have SEND.
- Meetings with Primary colleagues enable us to identify those students who are vulnerable or have additional needs so that we offer extra transition arrangements to identified students ensure their start at Thomas Estley Community College is successful.
- For all students who have an EHCP, we offer an early visit to Thomas Estley Community College with parents/carers.
- We invite targeted vulnerable learners into TECC for a day before the full cohort transition. This day allows students to know the building, other students and members of staff. They take part in different activities to help with the transition into secondary school
- LSAs and key members of staff within the Inclusion department and Safeguarding teams are briefed on the incoming SEND/vulnerable cohort prior to our early Transition arrangements to ensure that support offered on Transition is effective and appropriate.
- Key Stage Three Tutors are provided with key information on their Tutor groups in advance of Welcome Evening and Transition days to ensure that they are familiar with all SEND and vulnerable students and their needs.

The expertise and training of staff to support learners with SEND and how specialist expertise will be secured:

- Whole staff training takes place to ensure the awareness and understanding of SEND remains high profile amongst the staff body when appropriate

- Specific training is delivered to staff who teach learners with specific additional needs to ensure appropriate and consistent support.

There is a robust professional development programme for Learning Support Assistants and Inclusion Intervention Leads which includes Performance Management and targeted CPD – this is coordinated by Ruth Wall, Inclusion Manager.

Involving other bodies in meeting learners SEND and supporting their families:

- We work with a number of outside agencies and services to meet the needs of learners and support their families. We have excellent working relationships with colleagues from the agencies and services that support our learners and their families.
- Our positive relationships with colleagues in other services ensure that we are able to work with families to identify appropriate additional support and the mechanisms by which the involvement of such support will be communicated to families and the learner with SEND.
- These agencies and services include the SEND department at the Local Authority, Primary SENDCOs, Educational Psychologist, Clinical Psychologists, Speech & Language Therapists, Occupational Therapists, Physiotherapists, Virtual School colleagues and Social Workers.

Arrangements for handling complaints from parents of learners with SEND about the provision made within our setting:

- If parents/carers do not receive a response they deem appropriate to a complaint and therefore wish to escalate this they should use the college complaints system (policy on website or by emailing PAtothePrincipal@thomasestley.org.uk).
- It is also advisable to seek further guidance regarding support, services and activities available to young people with a special educational need and/or disability living in Leicestershire, their families and the professionals who work with them on the following websites: <https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/leicestershires-send-local-offer>