**Thomas Clarkson Academy**

**SEN Information Report 2021-22**

Thomas Clarkson Academy is a secondary school in Wisbech, Cambridgeshire. We aim to raise the aspirations of our young people, celebrate their achievements and help them overcome any challenge they face throughout their time at TCA. The SEND (Special Educational Needs and Disabilities) team comprises of four discrete teams, focusing on numeracy, literacy, wellbeing and communication. Each team specialises in offering a programme of study for students who are identified as needing “additional learning support”. For the students who have an Education Health Care Plan, (formerly known as a Statement of Special Educational Needs) we are fortunate to have a specialist educational provision within TCA known as The Cooper Centre. (Please see *‘How do pupils gain admission to the Academy or any specialist units/provision on the school site?*’ for further information)

**Contact details for the SEND team at Thomas Clarkson Academy**

* Senior Vice Principle Mr Matthew Dobbing [mdobbing@thomasclarksonacademy.org](mailto:mdobbing@thomasclarksonacademy.org)
* SEND Coordinator Miss Tessa McNicol [tmcnicol@thomasclarksonacademy.org](mailto:tmcnicol@thomasclarksonacademy.org)
* Assistant SEND Coordinator Mrs Kerry Wilson kwilson@thomasclarksonacademy.org
* Inclusion Administrative Support: Ms Jane Carter [jcarter@thomasclarksonacademy.org](mailto:jcarter@thomasclarksonacademy.org)

Thomas Clarkson Academy

Corporation Road

Information about the services offered in the area, known as the ‘**Local Offer**’ can be found on the following website:

[](http://www.cambridgeshire.gov.uk/localoffer)

Services and support available for children and young people with Special Educational Needs and/or Disabilities (SEND) from birth to age 25 and their families.   
[www.cambridgeshire.gov.uk/localoffer](http://www.cambridgeshire.gov.uk/localoffer)

Wisbech

PE13 2SE

Telephone: 01945 585237

To contact the SEND team, please email: [send@thomasclarksonacademy.org](mailto:send@thomasclarksonacademy.org)

Our Brooke Weston Trust Lead for Inclusion is Claire Greaves.

*This report was produced September 2021. It will be reviewed in July 2021.*

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| Definition of Special Educational Needs (taken from the 2014 SEND Code of Practice) | A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.  They have a learning difficulty or disability if they have:   * A significantly greater difficulty in learning than the majority of others of the same age, or * A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools   Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools |
| What types of special educational need does the Academy cater for? | Thomas Clarkson Academy is a large mainstream school which caters for the needs of a wide range of students including those with access to our 15-place specialist provision for students with learning difficulties.  Our school currently provides additional and/or different provision for a range of needs, including:     * Communication and interaction, for example: autistic spectrum disorder, speech and language difficulties * Cognition and learning, for example: difficulties associated with dyslexia, dyspraxia * Social, emotional and mental health difficulties, for example: anxiety * Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties * Students with multiple learning difficulties |
| How does the school know if children need extra help?  What should a parent do if they think their child may have special needs? | We will assess each student’s current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:   * Is significantly slower than that of their peers starting from the same baseline * Fails to match or better the child’s previous rate of progress * Fails to close the attainment gap between the child and their peers * Widens the attainment gap   This may include progress in areas other than attainment, for example: social needs.  Learners may fall behind for many reasons. They may have been absent from school, experienced inconsistency in their education provision, may not speak English as their first language or have other social issues. This can prevent progress from being made. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.  When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it in the classroom, or whether something different or additional is needed, for example: intervention. |
| How will school staff support a child?  Who will oversee and plan work with children and parents?  How often will this happen?  Who will explain to parents what is happening for the child? | We will have an early discussion with the young person and their parents when identifying whether they need special educational provision. These conversations will make sure that:   * Everyone develops a good understanding of the young person’s areas of strength and difficulty * We take into account the parents’ concerns * Everyone understands the agreed outcomes sought for the young person * Everyone is clear on what the next steps are   A nominated member of the inclusion team will continue to work with the students, gathering their views and wishes. This will include student’s preferences on types of support, subjects and venues and keep students updated on what is planned as a result. Records of discussions and meetings will be added to the student’s record.  We will formally notify parents when it is decided that a student will receive SEN support. |
| How will the curriculum be matched to a child’s needs?  What is the schools approach to differentiation? | All Teachers are responsible and accountable for the progress and development of all the students in their class.  High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.  We will also provide the following provisions to support students at TCA:   * In class support * Teaching assistants working with small groups of students * Literacy interventions * Numeracy interventions * Social skills interventions including individual mentoring * Breakfast and Lunchtime groups * Emotional Health & Wellbeing Team interventions * Think For The Future interventions * THRIVE programme * The Phoenix Centre   In year 7, we also have an Accelerated Learning Group (ALG) This support students in year 7 with their transition into secondary school.  We also have an onsite specialist assessor, who works alongside academy staff to identify and support students who require additional support in their examinations (access arrangements). |
| How will the academy assess and review students' progress towards outcomes? | We will follow the graduated approach and the four-part cycle of assess, plan, do, review.  The subject teacher will work with the SENCO to carry out a clear analysis of the student’s needs. This will draw on:   * The teacher’s assessment and experience of the student * Their previous progress and attainment and behaviour * Other teachers’ assessments, where relevant * Internal assessments completed by the specialist assessor * The individual’s development in comparison to their peers and national data * The student’s own views * The views and experience of parents * Advice from external support services e.g. CAMH, will be requested and gathered if relevant.   All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student’s progress.  For students with EHCP, an Annual Review is held every year, where we review the progress towards the outcomes and adjust the support as necessary.  SEND staff also attend every parent evening, and parents are welcome to make an appointment or speak to staff on the night. |
| What support will there be for a child’s overall well-being?  Pastoral, medical, social & emotional in and out of school? | We recognise that students with SEN may well have Emotional and Social Development needs that require support in school. The emotional health and wellbeing of all our students is very important to us.   * We have a dedicated safeguarding team working with students in the academy * We have a member of staff trained as an Emotional Literacy Support Assistant (ELSA) * We have breakfast, lunchtime and wellbeing groups, for students who require extra support * Students with SEN are encouraged to be part of the academy’s student voice * We have a zero-tolerance approach to bullying. We have student ambassadors for Anti Bullying * We work closely with locality services and can support families in completing an Early Help Assessment |
| What specialist services and expertise are available or accessed by the school? | We work with the following agencies to provide support for students with SEND.   * Health Provision we can access:   + School Nursing Service   + Occupational Therapists   + Physiotherapists   + CAMHS * Multi Agency Provision including Local Authority Provision we can access:   + Early Help Services (formally Locality services)   + SEND Specialist Services including the Educational Psychologist   + Secondary Speech and Language Service   + SEND Information, Advice and Support Service (SENDIASS)   + Youth Offending Service   + Visual and Hearing Impairment Services   + Transition Advisors   We also refer parents and young people to voluntary support services outside of the academy. These include:   * YOUnited * Keep Your Head * ChatHealth * Kooth * CHUMS |
| What training will the staff supporting children and young people with SEND have had or receive? | The SENDCo’s role is to support the subject teacher in planning for students with SEND.  The school provides training and support to enable all staff to improve the teaching and learning of students, including those with SEND. This includes whole school training on SEND issues such as emotional and attachment difficulties, Speech and Language and specific Physical Difficulties.  Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class e.g. from the Hearing Impairment (HI) Service.  Alongside the staff that work within the Academy, we work with outside agencies to support students. These include Physiotherapists, Occupational Therapists, Social Services, Educational Psychologists, a school nurse and the Child and Adolescent Mental Health Services (CAMHS). |
| How will children be included in activities outside the classroom, including school trips? | All activities, including school trips are accessible and open to all students with SEND. We offer a wide range of enrichment activities, which students can choose to join. TA support is available for students during these activities if they feel they need it.  Teaching assistants also support students with statements/EHCP on trips and day visits if deemed appropriate by the student, their parent/carers and the SENDCo.  Our school minibus is fully accessible allowing students with Physical Needs to take part in any school activity. No student is ever excluded from taking part in these activities because of their SEN or disability. |
| How accessible is the school environment? | Thomas Clarkson Academy is dedicated to promoting the inclusion of all students by means of its support and physical environment, which include:   * The building is accessible: ramps are situated at all main entrances. * The school is on three levels with access via two lifts and double width doors. * There are several disabled toilets on each level.   We ensure, wherever possible, that equipment used is accessible to all students regardless of their needs.  We make the following adaptations to ensure all students’ needs are met:   * Differentiating our curriculum to ensure all students are able to access it, for example: by grouping or 1:1 work * Adapting our resources and staffing * Using recommended aids, such as coloured overlays, visual timetables, larger font, etc. * Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.   Please see our Accessibility Plan 2021-22 available at: <https://www.thomasclarksonacademy.org/page/?title=SEN+%26amp%3B+Inclusion&pid=209> |
| How will the school prepare and support a child to join the school, transfer to a new school or the next stage of education or life? | We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible.  We will share information with the school, college, or other setting the student is moving to.  In Year 6:   * The SENDCo and other school staff will visit primary schools to gather information prior to transition. * Students will spend a period of time (for example transitions days) at TCA to familiarise themselves with the academy. * If required, meetings will be held between the SENDCo and parents/carers before the student starts at Thomas Clarkson Academy.   In Year 11:   * The SENDCo will discuss the specific needs of your child with the Student Support Team at the intended college, sixth form, apprenticeship/training provider or other institution. * Where possible your child will visit their new setting with Academy staff prior to their start date to familiarise themselves with the venue and facilities |
| How are the school’s resources allocated and matched to children’s special educational needs?  How is the decision made about the type and how much support a child will receive? | The Academy budget, received from Cambridgeshire County Council, includes money for supporting students with SEND. The Cooper Centre is partly funded through the additional High Needs Funding provided by the government.  The Principal decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.  The Vice Principal (Inclusion) and the SENDCo discuss all the information they have about SEN in the school, including:   * the students currently receiving extra support * the students needing extra support * the students who have been identified as not making as much progress as would be expected and allocating the appropriate resources/training to provide the necessary support.   The Academy identifies the needs of our students on a provision map which for SEND students identifies all resources/training and support, which are reviewed regularly, and changes made as needed.  Regular Multi-Disciplinary Intervention (MDI) Group meeting are held where professional from across the academy meet to discuss student who have raised concerned to help decide the best support path. |
| How are parents involved in the school, and how can they become involved? | The academy has an active Parent Voice group, where we work together to explore topics of interest, share ideas and work on suggestions to improve the Academy. The meetings are open to all parents who can come along without prior notice. Thomas Clarkson Academy values all parental feedback and values any individual willing to attend. If you are not able to attend any of the above Parent Voice meetings but feel you have a suggestion that may help to improve the academy, then please submit your suggestion electronically via the website. All constructive feedback is welcomed. More information can be found here: <https://www.thomasclarksonacademy.org/page/?title=Parent+Voice&pid=128>  The Inclusion team also hold coffee mornings throughout the year, inviting parents of students identified as SEN to come and talk to the team. |
| Who can parents contact for further information, or raise concerns? | If you have concerns about your child’s progress you should speak to your child’s form teacher initially, and then look to speak to the student’s Raising Standards Leader.  If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo): Contact details can be found on the website or at the beginning of this document. |
| How does the school listen to pupils views? | At Thomas Clarkson Academy our students have the opportunity to share opinions through our Student Voice system.  We have a Student Leadership Team who meet each week to discuss topics raised within tutorial discussions and weekly drop in sessions. These leaders ensure all students have a voice at TCA, ideas are discussed with the senior leadership team and actions are taken where necessary.  Each tutor group also has a representative, who meets fortnightly with their year group leaders. During these meetings they collect feedback from the weekly discussion topics raised within each tutor group. This feedback is then passed to the Student Leadership Team to ensure all opinions are considered fairly and fed back to staff to be implemented where relevant. |
| How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school? | The named governor link for SEND is Jan Hutchinson.  The VP for Inclusion regular attends the Local Governing Body meetings.  The SENDCo is also requested to report to the LGB. |
| How do pupils gain admission to the Academy or any specialist units/provision on the school site? | The Cooper Centre supports some students who have a Statement of Special Educational Needs / Education, Health and Care Plan (EHC Plan), and their primary need is identified as cognition and learning. Students are taught in small mixed ability classes of either Key Stage 3 or 4, and about half their timetable comprises English, maths and topic work which is taught in the Cooper Centre. More specialist subjects are taught by mainstream staff elsewhere in the school. Currently, the Cooper Centre is funded for 15 places, covering key stage 3 and 4.  The Cooper Centre is for students who currently who have a Statement of Special Educational Needs / Education, Health and Care Plan (EHC Plan).  Admission to the Enhanced Resource Provision (The Cooper Centre) must be made through the Statutory Assessment and Resources Team (START). |
| Where can I access other information around support for children, young people and families for SEN and disabilities (including the LA’s Local Offer)? | Further information and support is available from the following sources:  **Cambridgeshire County Council**  <http://www.cambridgeshire.gov.uk/>  **Statutory Assessment and Resource Team**  Box SCO2209  Scott House  Huntingdon  PE29 3AD  Telephone: 01480 372 600  Email: [start@cambridgeshire.gov.uk](mailto:start@cambridgeshire.gov.uk)  **SEND Information, Advice and Support (SENDIASS)**  Cambridgeshire County Council, SH1212  Shire Hall  Cambridge  CB3 0AP  Confidential helpline open during term times: 01223 699 214 Email - [sendiass@cambridgeshire.gov.uk](mailto:sendiass@cambridgeshire.gov.uk)  Information about the services offered in the area, known as the ‘**Local Offer**’ can be found on the following website:  [Local-Offer-email-footer](http://www.cambridgeshire.gov.uk/localoffer)  Services and support available for children and young people with Special Educational Needs and/or Disabilities (SEND) from birth to age 25 and their families.  [www.cambridgeshire.gov.uk/localoffer](http://www.cambridgeshire.gov.uk/localoffer) |
| Which policies are relevant to the academy’s approach to meeting special educational needs and where can I find them? | You can access all Brooke Weston Trust policies here:  <https://www.brookewestontrust.org/page/?title=BWT+Policies+and+Financial+Information&pid=92>  Relevant policies include:  Special Educational Needs and Inclusion -<https://www.brookewestontrust.org/_site/data/files/E1FFD1704174CBDD2418EBB1F858C5AE.pdf>  Supporting pupils with Medical Needs in School - <https://www.brookewestontrust.org/_site/data/files/3D5742A3A6B1ECD76ADB73C4897D5598.pdf>  BWT Accessibility Policy –  <https://www.brookewestontrust.org/_site/data/files/668D60AE3C89A56B988898FF20C3718F.pdf>  Single Equality Policy –  <https://www.brookewestontrust.org/_site/data/files/2E9F8A4A48C4231CFF5E691F5F6DD07F.pdf>  Student Care and Welfare –  <https://www.brookewestontrust.org/_site/data/files/FD5EEE141D3C5F2E1E4296CAA13B0678.pdf>  BWT School Admission Policy   * 2021/2022 onwards: <https://www.brookewestontrust.org/_site/data/files/BF2BA40FEA085335649A2CE1AD05C18D.pdf>   Safeguarding and Child Protection  <https://www.brookewestontrust.org/_site/data/files/1F00C59FD6AEE86228A9EA31DBE15E4E.pdf>  Anti Bullying  <https://www.brookewestontrust.org/_site/data/files/3A45F381960A0CE1F91B9EEFB001FCB7.pdf>  Critical Incident Policy  <https://www.brookewestontrust.org/_site/data/files/3E625006672C43B4DB5F37ADA10615C3.pdf>  Risk Assessments  <https://www.brookewestontrust.org/_site/data/files/7D9334E8E699A4B1C24A0170E8C8538A.pdf> |