

SEND Information Report

Academic Year 2023-2024



Review Date

February 2024

Ratified

7 March 2024

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

SEND Information Report

This information report has been prepared by Principal Ms Fatima Rodrigues and SENDCO Ms Felicity Lorraine, Associate Assistant Principal for SEND and approved by the Board of Trustees for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

The academy makes provision for the following kinds of SEN	THA provides educational provision for a wide range of SEN needs. Currently this includes students with visual and hearing impairments, dyslexia, and social and emotional needs. THA does not discriminate against any SEN need and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made THA will seek to support any student in accessing the academy and its full provision offer.
The academy identifies and assesses SEN by:	Year 6 into 7 Transition <ul style="list-style-type: none">• Open Evening with SENCo available• Year 6 Transition week with feeder schools, with LSAs attached to each group to monitor and track the progress of pupils.• SENCo meetings with feeder schools• Individual tours and meetings with SEND pupils and their families prior to starting• Transfer information• Attending Year 6 annual reviews for students with an EHCP• Thorough Assessment Information• Subject analysis post termly assessments• Academy cohort analysis Ongoing <ul style="list-style-type: none">• Teacher referral to SENCo as a result of in class observation and assessment (THA referral form)• SENCo observations• Termly student voice to understand their involvement in school life• Termly reviews of student's learning passports with students involved in target setting to ensure they make progress• Thorough pastoral monitoring which includes referrals to Thurrock Education Service and other referrals• EHCP needs assessment• Bespoke intervention packages for SEND pupils

	<ul style="list-style-type: none"> • Quality first teaching including quality assurance and lesson drop ins to monitor and observe good practice and student progress • In class support and adaptive teaching, sometimes with small withdrawal groups to support learning and understanding and ensure students make progress • Withdrawal groups are monitored and quality assured by key stakeholders • Weekly sharing of good practice and teaching and learning strategies to support SEMH, behaviour and SEND needs <p>Exam Access Arrangements</p> <ul style="list-style-type: none"> • Assessment by an external assessor to identify needs and assess in line with examination boards. 	
<p>The academy supports SEN in accordance with its policy framework which is set out at:</p>	<p>All THA policies and procedures can be found on our website under Our Academy, then Policies or Procedures.</p> <p>This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).</p> <p>These policies set out the academy’s approach to:</p> <ul style="list-style-type: none"> • Assessing and review of the progress of children with SEND • Teaching children with SEND • Adapting the curriculum and learning environment for children with SEND • Making decisions on additional support in relation to children with SEND • Ensuring inclusion of children with SEND with children without such needs across all academy activities • Supporting the emotional, social and mental development of children with SEND • Evaluating the effectiveness of our provision for our children with SEND. 	
<p>The academy’s SENCO’s details are:</p>	<p>SENCO:</p>	<p>Ms Felicity Lorraine</p>
	<p>Email:</p>	<p>Felicity.lorraine@attrust.org.uk</p>
	<p>Assistant SENCO:</p>	

	Email: <input type="text"/>
The academy's staff have been trained and have expertise in the following areas:	<p>All staff at THA receive bespoke training on how to meet the needs of all learners and in particular strategies to support students with ASD, ADHD, Autism, dyslexia and visual and hearing impairments.</p> <p>The SENCo has completed the Nationally accredited qualification required to be in the role of SENCo.</p> <p>Some staff have completed training in Developing Independence in the classroom, Read Write Inc Phonics, Literacy toolbox, MPTA Development Pathway.</p>
The academy will secure equipment and facilities for children with SEND by:	<ul style="list-style-type: none"> • Planning through its annual budget • Applying for Higher Tier Funding • Pupils Premium Funding • Applying for grants/additional funding • Sensory specific materials and activities to support individual needs • Buying into the local authority offer
The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:	<ul style="list-style-type: none"> • Annual Reviews • Parents' Evenings • Plan, do, review cycles • Parent surveys • Pupil surveys • Ongoing communication • Open door policy • IEP reviews • Coffee mornings • Weekly SEN Snippets
Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:	<p>Following our Complaints Procedure.</p>
The academy works with other agencies to support children with SEND and their families:	<ul style="list-style-type: none"> • Thurrock SEND Services • Thurrock Education Services • SET CAMHS • Open Door • Family Support Services • Other as required

<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Parent Advisory Team Thurrock Special Educational Needs and Disability Information, Advice & Support Service (PATTSENDIASS)</p>
<p>The academy works on transition arrangements for children joining or leaving the academy by:</p>	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none"> • Open Evening with SENCo available • Year 6 Transition week with feeder schools, , with LSAs attached to identified SEND students for the week. • SENCo meetings with feeder schools • Transfer information • Attending Year 6 annual reviews for students with an EHCP <p>Year 11 to Post-16/Post-16 onwards</p> <ul style="list-style-type: none"> • Independent Careers advice (Year 8 onwards) • Careers education • Bespoke careers interview with trained advisor • Student support with Post-16 applications • Parents' Evenings • Parent/carer meetings • Visits/trips to FE Providers • Business Week • Meetings with local FE providers
<p>The Local Offer produced by the Thurrock Local Authority is available at:</p>	<p>https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page</p>