



Thirsk School

& Sixth Form College

SEN Information Report



Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) says students have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.
- or b) have a disability, which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a child or young person to be entered onto Thirsk School & Sixth Form College SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on Thirsk School & Sixth Form College SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment such as Elklan, GL Assessment (Dyslexia Screening Test) , GL Assessment (Dyscalculia Screening Test), NGRT, CAT 4
- Children or a young person that already have an Educational Health Care Plan (EHCP)

There is a graduated approach that enables the right level of intervention and support when needed:

Quality First Teaching (Wave 1)

This involves universal support for all students ensuring that the teacher has the highest possible expectations of all children or young people in their class. The teacher ensures that all teaching is based on building on what the student already knows, can do and can understand.

Any students who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Staff will use monitoring to gauge levels of learning and possible difficulties.

If a child or young person has recently been removed from the SEND register they may also fall into this category, as continued monitoring will be necessary.

Providing differentiated learning opportunities through adaptive teaching will aid student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SEND team will be consulted as needed for support and advice.

Wave 2 – SEND Support

This recognises children or young people who are identified as requiring additional and different help as well as the regular differentiated curriculum. Subject teachers liaise with the SENDCO on evidence gathering and identification. Once the SEND team has been notified, they will make their own assessment through reviewing the evidence of identification supplied and/or through observation and/or against formal criteria before students are recorded on the SEND register in school.

Under Wave 2 provision, Thirsk School & Sixth Form College puts additional provision in place, for example small group interventions focussing on an area of difficulty as well as the following:

An Individual Education Plan (IEP) will be drawn up detailing outcomes and provision required. This is monitored, reviewed and adjusted where appropriate, three times a year.

Parents/Carers will be informed of any concerns and any interventions that are put in place.

Support may be delivered in classrooms, in the Perch or in the Nest by teaching assistants and/or support mentors who may support students both academically and/or pastorally.

The Perch is an area designed to support students with many different concerns including social and emotional needs. There are various zones in the Perch that utilise the framework of the "Zones of Regulation" programme of support and help students to develop emotional literacy, understanding and self-regulation strategies. Students who regularly require support within the Perch will have a Perch Support Plan that details the provision in place and intended outcomes.

The Nest is an area designed to support students through specific interventions to address various SEN needs. All interventions used are high quality, evidence-based programmes and impact is monitored to ensure they are effective.

Exam access arrangements are put in place for students who require them, following assessment of need and meeting of exam board criteria.

Wave 3 – SEN Support/EHCP

When a child or young person has been identified as having SEND and steps have been taken for provision under Wave 2 SEN support plan, but the student has not progressed as expected, Thirsk School & Sixth Form will consider taking steps under Wave 3 SEND support.

Children or Young people may have more access to the Nest for more specific support based on need. Students who require more intense support will be considered for enrolment to the enhanced internal provision (EIP) in school, if appropriate. Time spent in the EIP is for short periods of time and provision includes support with core subjects, maths, English and science alongside therapeutic activities and social and emotional intervention work.

Where appropriate external professionals will be called to make their own assessment of the student and provide support in the planning of extended provision, continued assessment and revised action points will be made and follow up conversations and assessments if more support and advice is needed.

Thirsk School & Sixth Form College will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and keep in regular contact with support services and parents/carers regarding progress.

Thirsk School & Sixth Form may investigate applying for an Education, Health and Care Plan.

Where appropriate bespoke intervention and timetables developed around the individual's needs may be put in place.

There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked through our SEND concerns/referral process. If a specific educational need is highlighted, an 'Individual Education Plan (IEP)' may be put in place. These will be written with the parents, child or young person and SENDCO. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, such that we are aware of the effectiveness of the provision made for our students with SEND and made alterations to best meet their needs and fulfil their potential accordingly.

Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCO, and LA representative- usually the appropriate caseworker, and any other parties involved in the EHCP provision are invited to the annual reviews.

School Policies that are linked to the identification and assessment of SEND

- SEND Policy
- Accessibility Plan
- Safeguarding Policy and procedures
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Equality Information and Objective Statement

Thirsk School & Sixth Form College Individual Education Plans

Individual Education Plans are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the parents/carers, the child or young person, SENDCO/Deputy SENDCO and information provided by subject teachers with an outcome focused approach. When completing individual education plans, we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND students. Parents/carers will be supported to understand how they can promote these targets at home. The learning plans are very child centred and monitored and reviewed termly.

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the **SENDCO** – Julie Hudson.

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It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCO, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The **school governor for SEND** is: Emma Hutchings

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, Emma Lambden, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

Partnership with Parents/Carers

Thirsk School & Sixth Form College will have regard to the SEN Code of Practice (2014) when carrying out its duties toward all students with special educational needs and ensure that parents/carers are involved with any decision that SEN provision is necessary for their child's or young person personal progression. Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below:

- The form tutor is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Individual Education Plans will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- Bromcom and My Child at school systems will be used to support communication with you.
- There are a number of parent/carer support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

Student Voice

Teachers/SENDCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Student voice is highly valued in our school, and we feel their contributions to their own Individual Education Plan is key to the student's success.

A Graduated Approach

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Student Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

Transition Arrangements and Preparing for Adulthood

We recognised that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition to their next year group.

For students with EHC plans that will transition into post16 or post18 provision, annual reviews are planned for the autumn term where the transition period is discussed and reviewed.

For students in year 6 who are looking to join Thirsk School & Sixth Form College if we are invited to attend annual reviews of EHC plans the SENDCO/Deputy SENDCO will, where possible, attend a Year 6 annual review to meet you and your child, where there is an EHC plan in place. At this meeting, we hope to ease any worries and concerns you have during your child's transition to our school. We work closely with our partner primary schools to acquire a more in-depth knowledge of all students through meetings and sharing of SEND and other information. In addition, we ask that our primary partners support us to know students in detail including the completion of Boxall profiles for students who they feel warrant close attention during the transition period. In

consultation with our primary partners, additional transition arrangement such as additional visits and guided tours are arranged for those students who are identified with such need.

When writing and reviewing EHC Plans there is always a focus on the longer term transition to the next Key Stage for that individual student and what smaller 'SMART' targets are needed to achieve the aspirations of the student, parents/carers, and the staff within school such that each student may achieve their full potential and so that we provide all children and young people with an education that will enable them to be resilient within adulthood and become lifelong learners.

All students with EHC plans will be provided with independent careers guidance through an annual meeting with a career's advisor in school from Year 8 to Year 13. Students are also encouraged to use the careers support package KUDOS.

Teaching, Learning and Assessment

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- Individual Learning Plans for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle (termly)
- Individual SMART targets
- Differentiated learning through adaptive teaching methods
- Multi-sensory activities
- Data analysis through school tracking system
- Pupil progress meetings with class teacher, SENDCO and senior leadership team.
- Sharing between teachers to ensure a smooth transition.
- Individual Learning Plan meetings held termly between child/ young person, SENDCO/Deputy SENDCO/Pastoral staff, and parents/carers to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.
- Teachers and support staff working closely together.

All of which are in the context of a secondary mainstream school setting and are appropriate to the student's development.

How we adapt the curriculum and learning environment for children & young people with SEND

Thirsk School & Sixth Form College has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress. Work is differentiated for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential, however sometimes an Individual Education Plan will be needed with individual 'SMART' targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This may mean additional work with a child or young person on a small group or 1:1 basis to carry out specific interventions to support a child or young person to meet their individual targets. The SENDCO works alongside

class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- o Make adaptations to ensure that all students have access to the school curriculum and school activities.
- o Support students to achieve their full potential despite any difficulty or disability they may have.
- o Ensure that staff are aware of student's individual needs and teach in a way that is appropriate for them.
- o Provide opportunities for students to develop confidence, self-esteem, and resilience.
- o Work in partnership with parents/carers, students, and external agencies to cater for children's special educational needs and disabilities.
- o Make provision for children with SEND to fully develop their abilities, interests, and talents.
- o Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- o Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
- o Regularly review policy and practice to achieve the best outcomes for all our students.

Provision

We aim to provide our students including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual students. Your child/ young person will receive:

- Quality First Teaching.

Your child/ young person may receive:

- Specific small group work including targeted interventions
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during lessons and or/ playtimes
- Individual targets and an Individual Education Plan
- Writing aids
- Pre-teaching of new concepts to enhance learning
- Support manipulatives, e.g., Numicon, writing frames, vocabulary boards.

- **Tabletop resources**

The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.
- The Headteacher and the SENDCO discuss all the information they have about SEND in the school, including:
 - The children receiving extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected
 - Deciding what resources/training and support are needed

Staff expertise and Provided Training Opportunities

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., Makaton training.

Our SENDCO passed the PGCert in SEND: National Award for SEN Coordination in November 2024.

External Agency Support

Links with external agencies are vital to ensure that we provide the highest levels of support for our students with SEND. Any one of the support services can raise concerns about a student. This will be brought to the attention of the SENDCO and the student's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCO, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

- SEN Hubs
- Early Help
- Educational psychology team

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: [SEND Local Offer | North Yorkshire Council](#)

Interventions

The SENDCO and the student's class teachers, in discussion with parents/carers, will decide on the action needed to help the student to progress in the light of their earlier assessment.

This might be: -

- To provide key learning targets appropriate to the child's/ young person's current achievement
- To provide different learning materials or specialist equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To provide effective intervention without the need for regular or on-going input from external agencies.

Targeted Mainstream Provision

Targeted Mainstream Provision (TMP) provides specialist support, so that children and young people with SEND can make progress within a mainstream setting.

Enrolment to the TMP must be through North Yorkshire County Council and is not determined by Thirsk School & Sixth Form.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for students who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for students on a fixed period exclusion; and students being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage students in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their students, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and student, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Supporting Students with their Emotional and Social Development

We recognise that students with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are

addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for students who need them including: 1:1 mentoring, group mentoring, friendship groups, Speech Language and Communication interventions, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis. For students with high levels of need enrolment in the schools EIP is a consideration.

Arrangements for Dealing with Complaints from Parents/Carers

The school deals with any complaints from parents/carers by calling a meeting with the Head Teacher, and all the concerned parties. (Please refer to our 'Complaints Procedure' which can be found on our website for further details).

Admission Arrangements (also see admissions policy)

The admissions arrangements for all students are in accordance with national legislation, including the Equality Act 2010 and Thirsk School & Sixth Form key information around this can be found in our 'Equality Information and Objectives' policy. This includes students with any level of SEND: those with an EHCP plan and those without.