

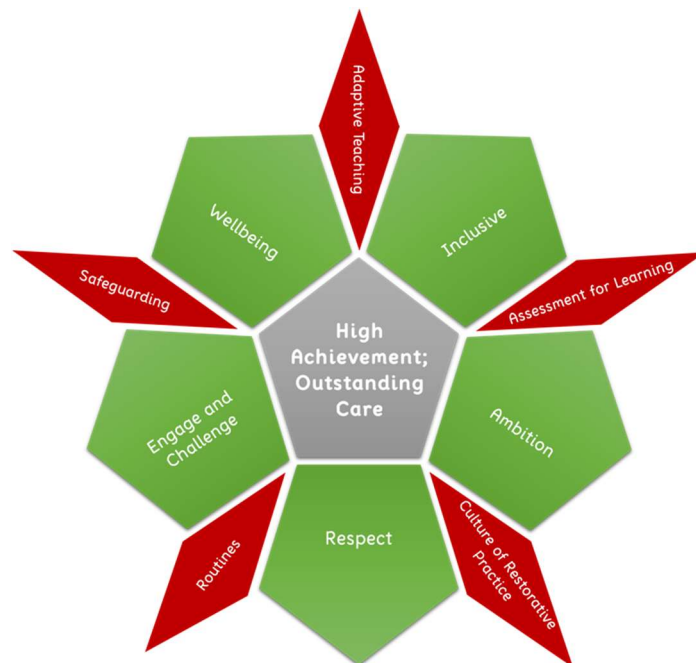


**TENBURYHIGH**  
ORMISTON ACADEMY

*High Achievement; Outstanding Care*

# SEND Information Report

## 2024-2025



**Written by:** Marie Bradbury

**Effective date:** 1<sup>st</sup> September 2024

**Review date:** 31<sup>st</sup> August 2025

This SEND Information Report should be in conjunction with our Special Educational Needs and/or Disabilities (SEND) Policy, which is available on our academy website - <https://tenburyhighormistonacademy.co.uk/curriculum/send> and is available from the academy office upon request.



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## The SEND Team

SLT Line Manager (Principal) – Mrs V Dean ([vdean@tenburyhigh.co.uk](mailto:vdean@tenburyhigh.co.uk))

OAT Lead Practitioner – Miss N Gill ([natasha.gill@ormistonacademiestrust.co.uk](mailto:natasha.gill@ormistonacademiestrust.co.uk))

SENCO – Mrs M Bradbury ([mbradbury@tenburyhigh.co.uk](mailto:mbradbury@tenburyhigh.co.uk))

Assistant SENCO (Administration) – Mrs J Palmer ([jpowell@tenburyhigh.co.uk](mailto:jpowell@tenburyhigh.co.uk))

Assistant SENCO (Operational) – Mrs G Parker ([gparker@tenburyhigh.co.uk](mailto:gparker@tenburyhigh.co.uk))

Teaching Assistant – Mrs Z Bakewell ([zbakewell@tenburyhigh.co.uk](mailto:zbakewell@tenburyhigh.co.uk))

Teaching Assistant – Miss G Booton ([gbooton@tenburyhigh.co.uk](mailto:gbooton@tenburyhigh.co.uk))

Teaching Assistant – Ms A Clarke ([aclarke@tenburyhigh.co.uk](mailto:aclarke@tenburyhigh.co.uk))

Apprentice teaching assistant – Mrs E Morris ([emorris@tenburyhigh.co.uk](mailto:emorris@tenburyhigh.co.uk))

Teaching Assistant – Mrs N Jackson ([njackson@tenburyhigh.co.uk](mailto:njackson@tenburyhigh.co.uk))

Teaching Assistant – Mrs C Wright ([cawright@tenburyhigh.co.uk](mailto:cawright@tenburyhigh.co.uk))

### Role of the SLT Line Manger

- Quality Assurance of SENCO
- Quality Assurance of Teaching and Learning, including SEND strategies
- Teacher Continued Professional Development
- Line Manages Assistant SENCOs
- Responsible for Edukey
- Academy Development Plan – Teaching and Learning, including SEND
- Strategic Development of SEND

### Role of the OAT Lead Practitioner

- Supporting the Quality Assurance of SEND at THOA
- Supporting the SENCO
- Supporting the Assistant SENCOs
- Supporting the strategic development of SEND at THOA
- Working across different academies within the trust

### Role of the SENCO at Tenbury High

- Applying for Educational, Health and Care Needs Assessments
- Leading on EHCP annual reviews
- Co-ordinating Access Arrangements
- Meeting with parents/carers of children with high-level needs
- Represent SEND to Ofsted and academy governors
- Strategic development of the SEN policy and SEND Information Report
- Day-to-day responsibility for the operation of SEN policy



### Role of the Assistant SENCO (Administration)

- Managing Pupil Passports
- Completing referrals to external agencies
- Meeting with parents/carers and children
- Lead internal screening
- Co-ordinate assistive technology, such as laptops and reading pens
- Specialist in-class support

### Role of the Assistant SENCO (Operational)

- Line Management of Teaching Assistants
- TA Timetables
- Mentoring apprentice TAs
- Specialist SEND interventions
- Specialist in-class support
- SEND intervention mapping
- Meeting with parents/carers and children

### Role of Teaching Assistants

Teaching Assistants are deployed into groups. We are not able to provide 1:1 TAs to any individual child. Due to the number of children with an EHCP in each year group, we can provide a TA into the group where children with an EHCP are allocated. In these groups, the TA will be able to support all children, including children on SEN Support and those with an EHCP. The majority of the support will go to the children with an EHCP.

### Expertise and training of staff

This section outlines the training, or Continued Professional Development (CPD), completed by different members staff or teams of staff relating to SEND. It also identifies the different areas of expertise that individual members of staff have at THOA in relation to SEND.

SEND CPD is given to staff in termly twilight sessions, teacher CPD days and SEN Snippet briefings (15 minutes) fortnightly. New members of staff receive a 1:1 to discuss 'how SEND works at THOA' with the SENCO, or another appropriate member of staff.

Adaptive teaching forms part of our Teaching and Learning CPD, which is led by Mrs Wall (Vice-Principal with responsibility for Teaching and Learning).

### CPD completed by teachers during the 2022-2023 academic year

- The 5-a-day approach to supporting children with SEN
- Autism quality first teaching strategies, including input from Worcestershire Autism team



- Oppositional Defiance Disorder and Pathological Demand Avoidance awareness
- Discrimination training
- Type 1 diabetes
- Dyslexia awareness and strategies
- ADHD awareness and strategies
- Working memory difficulties awareness and strategies to support
- Dual-coding
- Technology Enhanced Learning
- Neuro-diversity awareness and strategies to support in and outside of the classroom (led by the Vice-Principal and the Assistant-Principal)

### CPD completed by the SEND team during the 2023-2024 academic year

- Autism awareness and strategies
- Oppositional Defiance Disorder and Pathological Demand Avoidance awareness
- Dyscalculia awareness and strategies

### Staff expertise

**Mrs Prouse (Faculty of English):** National Award in SEN Co-ordination and was previously a SENCO.

**Mrs Wall (SLT):** Teaching and Learning, including adaptive teaching strategies for a range of different SEN.

## The types of SEN we provide for

At Tenbury High Ormiston Academy, we pride ourselves on our inclusive practice and our getting to know the child as an individual. We use a child-centred approach to our SEN Support.

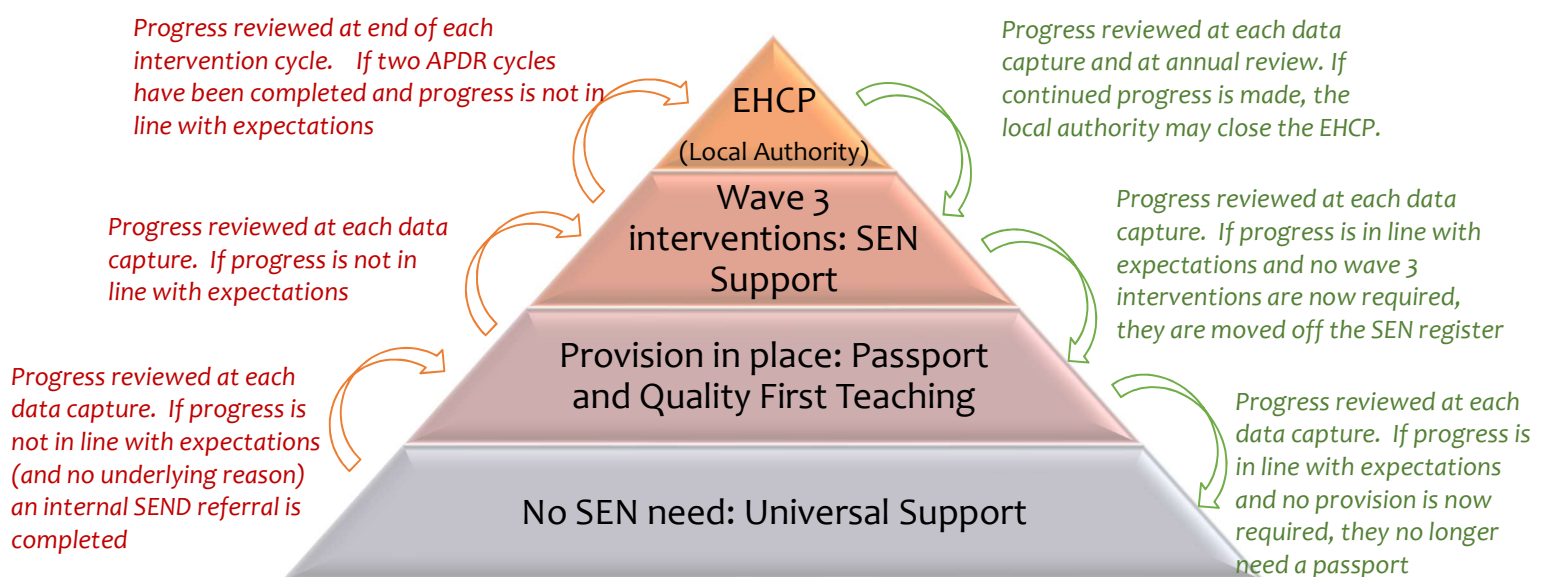
We will endeavour to use the recommended strategies and practices from external reports; however, it will not always be possible to match exactly what is recommended due to our size and being a mainstream secondary school.

We cater for the 4 broad areas of SEN as specified in the SEND Code of Practice (2015):

<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>Moderate Learning Difficulties (MLD)</li> <li>Specific Learning Difficulties (SpLD), e.g. dyslexia</li> </ul> <p><i>We would struggle to support Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD)</i></p>	<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>Speech, Language and Communication Needs (SLCN)</li> <li>Autism Spectrum Condition (ASC)</li> </ul>
<p><b>Social Emotional and Mental Health Needs</b></p> <ul style="list-style-type: none"> <li>Attention Deficit (Hyperactivity) Disorder (AD(H)D)</li> <li>Attachment Disorder (AD)</li> </ul>	<p><b>Sensory and/or Physical</b></p> <ul style="list-style-type: none"> <li>Hearing Impairment (HI)</li> <li>Visual Impairment (VI)</li> <li>Multi-sensory Impairment (MSI)</li> <li>Physically Disabled (PD)</li> </ul>

Children will primarily fit into one of the 4 broad areas; however, their needs may overlap with other areas, and it may change over time.

Children on the SEND register are divided into two categories: EHCP or SEND Support. Where a child needs some provision or a passport, they will be added to the monitoring register.





## Identification of SEND

### Using internal data to identify SEND

Upon entry to Tenbury High, all pupils will complete the following screeners to identify if there are some areas that individual children may require support:

1. Cognitive Ability Tests (CAT) – used to identify the strengths and weaknesses of visual, spatial, qualitative, and quantitative understanding
2. New Group Reading Tests (NGRT) – used to calculate the reading age and standardised reading score for individuals. These will help identify pupils who require reading intervention during the academic year  
*Standardised Age Scores of less than or equal to 84 highlight an area that is below average for the age. Where CATS scores in 2 or more different areas will identify the need for further investigation of SEN*
3. Pupil Attitudes towards Self and School (PASS) – used to identify pupils who may require extra support from the academy’s pastoral team

Children are identified as having a Special Educational Need and/or Disability based on the following definition (provided by the SEND Code of Practice, 2014):

A child or young person has 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 facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions

### Disability or SEND

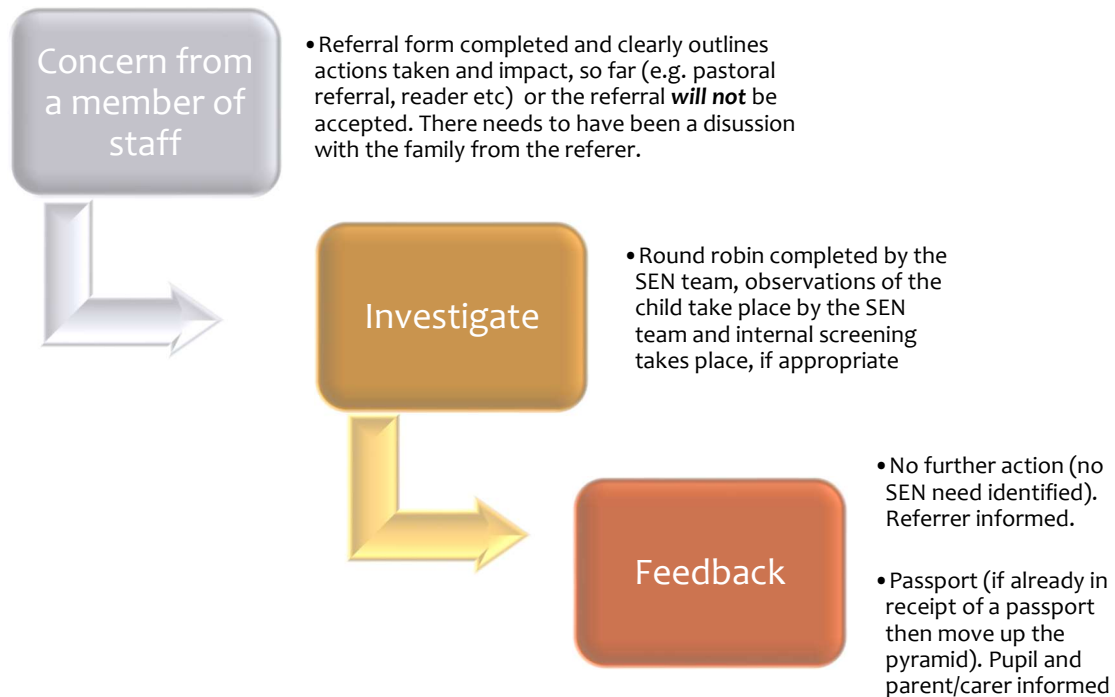
Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The Code of Practice defines ‘long-term’ as ‘a year or more’ and ‘substantial’ as ‘more than minor or trivial.’



## Referrals for identification of SEND

Class teachers and the pastoral team are also able to refer to the SEN team about any concerns they may have about any children during their time at Tenbury High.



This process will allow us to complete further screeners to identify if there is any unknown need. These screeners are part of our role of identification, and we do not seek specific consent from parents/carers for each screener:

1. Dyslexia Screener – this is used to highlight if any children are showing any typical signs of dyslexia. It is not a diagnosis, and we are unable to diagnose any child with dyslexia.
2. Exact – this is used from Year 9 onwards to start to identify children who may need GCSE exam access arrangements, including extra time or a reading pen/computer reader.
3. Recall – this is used to identify if there are any other cognitive needs that the original CAT testing did not originally identify
4. Dyscalculia Screener – this is used to highlight if any children are showing any typical signs of dyscalculia
5. Neurodiversity questionnaires (Coventry Grid and SNAP) to support the identification and referrals of ASC or ADHD
6. RCADS questionnaires to support the identification and referrals of SEMH (anxiety and depression)
7. SDQ questionnaires to support general learning / pastoral difficulties

For details about the process of screeners, see Appendix 2: Screeners Flow Charts



## Transition points

### Transition from primary to secondary school

Part of the identification for SEN at Tenbury High, includes communication with the previous school, including primary schools as part of the transition process. Children who were on the SEN register at their previous school will not always need to be on the SEN register at Tenbury High. The majority of children at Tenbury High will be able to make progress academically and emotionally by our High Quality First Teaching approaches.

Transitions are carefully planned with the primary schools' Year 6 teacher, SENCO and THOA's SENCO, Head of Year 7, and Transition Lead.

On occasion, for children who have a high level of need, a member of the SEND team may come out to the school to observe the child in their primary setting.

All Year 5s and Year 6s from local primary schools are invited to attend Taster days at THOA throughout the year. Usually, we run 1 Year 5 taster day and 2 Year 6 taster days. Mrs Aldridge (PE teacher) also works with some local primary schools to offer PE lessons to support the development of children recognising a member of staff from THOA.

For children who have been identified as needing more transition support by their primary SENCO, we offer 1:1 tour and talks with the SENCO, or another appropriate member of the SEN team, and an extra transition day working with our TAs and other Year 6s who will be starting in the September.

### Mid-year transitions

For children with an EHCP, a consultation must be completed by the local authority, and we must be confident that we can meet the provisions in Section F of the EHCP with the resources we have and ensure that it would not have a negative impact on the rest of the school.

The transition lead at THOA is Mr Hawkins, who can be emailed on [jhawkins@tenburyhigh.co.uk](mailto:jhawkins@tenburyhigh.co.uk). The SEND team will be included in the transition plan.

Part of the transition plan may include:

- Calls with parents/carers to understand the need of the child and understand the context of the move
- Call the previous school's SENCO to discuss the need and provisions that were in place to see if we are able replicate them at THOA
- A tour of Tenbury High with an appropriate member of staff
- Taster days at Tenbury High, shadowing the timetable of another child in the year group
- Having an identified friend
- Pupil voice / check-in with the child with the form tutor or Head of Year



### Key Stage Three to Key Stage Four

In Year 9, we start the options process, where children identify the 4 qualifications that they will complete alongside the core subjects in Key Stage Four (Years 10 and 11). The core subjects are English Language, English Literature, Mathematics, Trilogy Science, PE, RPE and Personal Development.

Some children with SEND may require a reduced number of qualifications picked at the options process. For these children, we offer the Unit Award Scheme (UAS). For more information about the UAS, see the [Unit Award Scheme section](#) of this document.

For children with an EHCP, some provisions or interventions will require the space of one (or more) option pools. More details can be found in [EHCP Interventions at Key Stage Four](#) section of this document.

### Preparing for adulthood, including the transition from secondary to post-16

Post-16 refers to the education after leaving secondary school in Year 11. The most common destination post-16 is a college to study A-levels or level 3 BTEC courses. Other options may include an apprenticeship, traineeship, or level 2 BTEC course.

As part of our Personal Development curriculum, which can be accessed on our academy website – <https://tenburyhighormistonacademy.co.uk/curriculum/curriculum-overview>), includes careers education from Year 7. Our careers education includes identifying post-16 options. We start to look at post-16 options in Year 9 to support the options process.

Our Careers Advisor will offer support to the most vulnerable children for their post-16 options from Year 10. You can contact our Careers Lead and Advisor (Mrs Palethorpe) on [cpalethorpe@tenburyhigh.co.uk](mailto:cpalethorpe@tenburyhigh.co.uk).

When applying for post-16 institutions, children who are on SEND Support are required to declare their need to the post-16 institution. This allows the post-16 institution to request the SEN paperwork, including access arrangement information.

For children with an EHCP, the post-16 institution will need to be consulted to ensure that they are able to meet the need of the child. This means they need to agree to complete or argue why they cannot complete the provisions in Section F of their EHCP. Year 11s will have an earlier annual review to ensure that the local authority is given the most up to date information for the EHCP for the post-16 institution to be able to make an informed decision.

In Year 9, children with an EHCP will start the preparing for adulthood target setting. This means that targets relating to post-16 education, living away from home and employment. Children on SEND Support will also start preparing for adulthood targets, where this is appropriate to their need.



## High Quality First Teaching – strategies for all children

In all lessons, teachers use dyslexia friendly PowerPoints and resources. All PowerPoints must use a pastel background and easy to read font on PowerPoints.

PowerPoints and lesson resources should, where possible and where it does not make the resource too busy, include dual-coding (such as adding a picture) to help describe the meaning of the text.

Introducing key vocabulary with the definition at the start of lessons. All lessons should have a minimum of 2 disciplinary key words for the lesson. Disciplinary key words are words specific to the subject.

Teachers will create a seating plan for each lesson. These seating plans will be used to support behaviour management and teaching strategies, such as being sat nearer the teacher or being sat away from a window or vent that causes noise.

Due to timetable constraints, we cannot always set each subject by ability. Some subjects will be 'blocked' together, meaning that changing in one subject could result in a change across multiple subjects. Most subjects will set based on prior attainment and ability. Where children are set in the group that has access to a TA, the TA will be able to support all the children in the class. However, the TA is allocated based on the requirements of children with an EHCP and this will not always be set 4.

Teachers have the responsibility to adapt their teaching to support all children. This is set out in the Teachers' Standards (Department for Education, 2014):

### **5. Adapt teaching to respond to the strengths and the needs of all pupils.**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Led by our Assistant Principal, the bottom 20% of reads within each year group are added to reading interventions which are run by the librarian or a teaching assistant.

In Maths, concrete materials may be used to support the Concrete, Pictorial, Abstract approach to Mastery Maths teaching. This approach allows children to develop their understanding of the different representations used in Maths. For example, Numicon and multilink will be familiar representations of numbers for children from primary school. As we develop mathematical understanding in secondary school, we continue to



use these concrete materials to support algebraic thinking. When children are confident using the concrete materials, we can progress into the pictorial representation, for example, bar models. These representations can also be used by children in their books or working-out to support their method. Then, when the pictorial representations are mastered, children can work with the abstract confidently. Abstract representations include the symbols we use in mathematics, such as numbers or + - x ÷ < > etc.

## Access Arrangements

The process for identifying children who need formal access arrangements in their GCSE exams starts in Year 9. No access arrangement can be confirmed until Year 9, as set out in the current JCQ guidelines. These are usually updated annually in August.

Based on the current guidelines, the following access arrangements can be applied for based on children having a long-term impairment. Access arrangements can only be given for this reason as to do so for any reason other than levelling the playing field for children with long-term impairments would be malpractice and unfair on the rest of the cohort.

Below is a summary of what is needed for the more common access arrangements:

Access Arrangement	Evidence of need is shown by:	Confirmed by
25% extra time A 25% increase in the time allowed in exams	It is the normal way of working in the classroom, including in-class tests and mock exams. Teachers offer extra time and ask children to use a different colour to show the usage. A standardised score of less than 85 in 2 different areas of working, or between 85-89 and less than 85, during assessments from a qualified access arrangements assessor.	External access arrangements assessor (we do not have anyone qualified in school) SENCO JCQ – Access Arrangements Online
Reader or computer reader	It is the normal way of working in the classroom, including in-class tests and mock exams. Teachers offer extra time and ask children to use a different colour to show the usage. A standardised score of less than 85 in 2 different areas of working, or between 85-89 and less than 85, during assessments from a qualified access arrangements assessor. The scores must relate the reading.	SENCO JCQ – Access Arrangements Online
Reading pen	There is an observed need in lessons or exams A low standardised reading score It is the normal way of working in the classroom and exams	SENCO



Access Arrangement	Evidence of need is shown by:	Confirmed by
Scribe	It is the normal way of working in the classroom, including in-class tests and mock exams, such as extremely poor handwriting making it difficult for an examiner to read. Teachers offer extra time and ask children to use a different colour to show the usage. A standardised score of less than 85 in 2 different areas of working, or between 85-89 and less than 85, during assessments from a qualified access arrangements assessor. The assessments must relate to writing.	External access arrangements assessor (we do not have anyone qualified in school) SENCO JCQ – Access Arrangements Online
Word processor – spell check is NOT enabled	There is an observed need in lessons or exams, such as extremely poor handwriting making it difficult for an examiner to read It is the normal way of working in the classroom and exams	SENCO
Word processor – spell check enabled	It is the normal way of working in the classroom, including in-class tests and mock exams, such as extremely poor handwriting making it difficult for an examiner to read. Teachers offer extra time and ask children to use a different colour to show the usage. A standardised score of less than 85 in 2 different areas of working, or between 85-89 and less than 85, during assessments from a qualified access arrangements assessor. The assessments must relate to writing.	External access arrangements assessor (we do not have anyone qualified in school) SENCO JCQ – Access Arrangements Online
Prompt	There is an observed need in lessons or exams. It is the normal way of working in the classroom, i.e. the child has a time-out card provided by their Head of Year.	SENCO
Alternative rooming (i.e. on the other-side of the curtain in the sports hall or a separate room)	It is the normal way of working in the classroom or exams. There is evidence of extreme anxiety that is not related to just exams (evidence from GP).	SENCO

Please note the above is a summary. For a more in-depth outline, please contact the SENCO ([senco@tenburyhigh.co.uk](mailto:senco@tenburyhigh.co.uk)) for more details.



## Reviewing SEND Provision

At the end of each intervention cycle, which is usually 6-weeks, there is a formal review of the provision by the member of staff who is running the intervention. They are reviewed against the expected outcomes for the intervention or academic progress.

If the progress in the intervention shows that the expected outcomes or individual targets have not been met, we can rerun the intervention with adaptations to support, which the first cycle review will inform. Where progress continues to not be made, an external referral may be required. A list of external agencies that we work with can be found in [Appendix 1](#).

Intervention reviews will feed into the formal review of an Assess, Plan, Do, Review plan, which parents/carers are invited to (see below – Including parents/carers). Teachers and other members of staff will update the SEN team about an individual child's progress using a Round Robin.

Children who are on the SEN register, but do not need specific targets, will have a termly passport review to ensure the identified needs, strategies to support in the classroom and pupil voice is up to date. This will include the child and parents. This may be done in the termly phone call (see below – Including parents/carers).

At each data capture, the SENCO will analyse the academic progress data to check whether they are on or off track to meet their target. If they are not on track to meet their target in several subjects, this will be used to write academic specific targets at the next SEN review point. Concerns with specific subjects should be shared with the subject teacher or Head of Faculty.

### Including parents/carers

Where a child is put on a SEND Assess, Plan, Do, Review cycle, parents will be included in the targets and desired outcomes. Parents/carers will be able to have their input included in the plan.

Parents will be contacted about any referrals that we believe are needed for their child and their perspective will be included within the referrals.

Parents can discuss their child's education and provision with class teachers at parents' evenings or by contacting the academy at any time to discuss concerns with the class teacher.

The SENCO is also available at all parents' evening upon request.

On top of this, all children on the SEND register will receive a termly phone call by a member of the SEND team. Each child on the SEND register will be assigned a 'key adult' in school who will be responsible for making the termly phone call to check on parents/carers believe their child's education and SEND provision is going in school. This will also include reviewing the child's passport.



The key adult will be allocated at the start of September and contact details will be sent home to parents/carers, so parents/carers have someone key they can contact within school about SEND. Most key adults will be within the SEND team; however, some children may have already formed a close relationship with another member of staff in school and they may act as they SEND key adult.

### Including children in their education

Children with SEND are included in their education through a variety of methods:

- Termly pupil voice with their key adult or another member of the SEND team, which is included on their pupil passport
- Termly SEND pupil voice meetings
- Key Stage Four options
- Being included in whole-academy pupil voice activities with SLT and Heads of Faculty
- Being asked about the provisions/interventions they are being offered (before and during)
- Talking to their key adult throughout the academic year

### Supporting SEN for children who are looked after

If a pupil is LAC and has SEN, the SENCo will review Personal Education Plans (PEP) and care-plans for the pupils who is LAC and the previously-LAC.

If a pupil has SEN, but does not have an EHC Plan, the support required will be in the pupil's PEP.

If appropriate, the Virtual School Head or social worker will be invited to comment on proposed SEN support as part of our Graduated Approach.

The SENCo and LAC co-ordinator will work together to ensure that the whole academy is working together to ensure that the right support is given.

The LAC co-ordinator is Mrs J Gilliam – [jgilliam@tenburyhigh.co.uk](mailto:jgilliam@tenburyhigh.co.uk)

The Designated Teacher for LAC is Mr R Davies – [awilks@tenburyhigh.co.uk](mailto:awilks@tenburyhigh.co.uk)

You can access our LAC Policy on the academy website – <https://tenburyhighormistonacademy.co.uk/key-info/policies> and is available from the academy office upon request.





## **SEN Support or an Education, Health, and Care Plan – strategies for individual children**

At Tenbury High, we have a strong commitment to ensuring that all children have access to a broad and balanced curriculum at all stages of their education. This means that we do not reduce the curriculum for children with SEN and we ensure that all children have access to every subject from Year 7. Teachers will plan their lessons to fit the need of the children in the class and this will include specific adaptations made for individual children as set out in the Pupil Passport and general High Quality First Teaching strategies, as set out above.

Where children require extra support in the form of interventions, we aim to complete many of them in the morning tutor time to ensure they do not miss essential parts of the curriculum. Where interventions need a longer time, we withdraw from individual lessons and aim to not hit the same lesson more than others.

Where we are named as the Placement on a child's EHCP, we will fulfil the requirements of the provision set out in Section F of the EHCP. Part of the consultation process for a child with an EHCP to attend Tenbury High, we will make clear to the relevant local authority what we can and cannot meet the need of the individual child. These are all taken on a case-by-case basis.

## **Adapting the curriculum and learning environment**

All children are entitled to a broad and balanced curriculum. This is why we do not reduce any child's curriculum at Tenbury High. All interventions are done on rotation to avoid a child being taken out of the same lesson every time. We do not remove children from any subject for a long-term period. (There are legal exceptions surrounding Relationships, Sex and Health Education and Religious Education. Decisions around removal from these lessons requires a discussion with the Principal as we do not recommend narrowing any child's curriculum).

### **Unit Award Scheme (option at Key Stage Four)**

For children who will benefit from a further reduction in their curriculum and who may struggle to complete the full suite of 4 option subjects on top of the core subjects. The Unit Award Scheme (UAS) is a flexible curriculum that allows selected Year 10 and Year 11 children to have access to catch up learning and more support for the core subjects. It takes the place of one option pool. Each unit will result in a certificate produced and sent by AQA – these certificates can be part of college or job interviews. It is not a qualification but will help towards other qualifications.

The UAS has units that are written specifically for the GCSE Maths, English and Science courses, which are revisited in the UAS lessons. There are also work-based learning and post-16 preparation lessons – to prepare for college/work interviews, which is linked to our careers/PSHE curriculum and allow us to support these skills deeper. A range of units from a range of different subjects/topics that can be chosen by the children.



### EHCP interventions at Key Stage Four

For children with an EHCP, we often require 1 option pool to complete interventions set out in Section F of the EHCP. However, this is taken on a case-by-case basis and is dependent on the number of provisions/interventions in Section F of the child's EHCP. We will continue to utilise some of form time for interventions to reduce the number of interventions in lesson time, however, we want to ensure that children are exposed to our Drop Everything And Listen (DEAL) offer, assemblies, and SMSC / British Values input. Where needed, we ask that 1 option pool is used for EHCP interventions, so we do not need to remove a child from any of their GCSE lessons and do not miss content that is part of their GCSE specification / exams.

### The Achievement and Resilience Centre (ARC)

Children with SEND may benefit from interventions in the ARC. The ARC is where the SEND team is based. The ARC interventions are led by members of the SEND team, including teaching assistants and the Intervention Teaching Assistant.

The ARC resources are produced by different members of the teaching staff, including Mrs Prouse (for English resources), Mr Watts (for Maths resources) and Mrs Wall (for learning resources).

The ARC also houses a small sensory area – a small area where children who experience sensory overload can go to to regulate themselves. Children need a pass to be able to use this facility. The ARC always has a member of staff in 'on duty' either completing interventions or being available for children to use the sensory area.

### Adaptions to the school curriculum

All teachers are teachers of SEND. All teachers need to make adaptations to their learning for individual children. Teachers get the adaptation strategies they need from the child's individual pupil passports. This goes on top of Quality First Teaching strategies that teachers know how to use from their training. CPD includes Quality First Teaching strategies. This CPD is led by the Vice-Principal, who is responsible for Curriculum and CPD, and the SENCO.



## Supporting social and emotional development

### The pastoral team

**Mr A Wilks** ([awilks@tenburyhigh.co.uk](mailto:awilks@tenburyhigh.co.uk)) is the Assistant Principal (Pastoral) and is our Deputy Designated Safeguarding Lead. He oversees the pastoral system, including attendance and behaviour, at Tenbury High.

**Mrs E Taylor-Johnston** ([etaylor@tenburyhigh.co.uk](mailto:etaylor@tenburyhigh.co.uk)) is the Head of Key Stage Four and is our Designated Safeguarding Lead. She oversees both Year 10 and 11's pastoral needs. This includes supporting their wellbeing and being a key part of their behaviour management.

**Mr R Morris** ([rmorris@tenburyhigh.co.uk](mailto:rmorris@tenburyhigh.co.uk)) is the Head of Year 8 and 9. He oversees both Year 8 and 9's pastoral needs. This includes supporting their wellbeing and being a key part of their behaviour management.

**Mr J Hawkins** ([jhawkins@tenburyhigh.co.uk](mailto:jhawkins@tenburyhigh.co.uk)) is the Head of Year 7. He oversees Year 7's pastoral needs. This includes supporting their wellbeing and being a key part of their behaviour management. He is also in charge of transition across the academy.

**Mrs C Morris** ([cmorris@tenburyhigh.co.uk](mailto:cmorris@tenburyhigh.co.uk)) is the Pupil Support Officer in charge of attendance. She supports children who struggle with coming into school.

**Miss C Jones** ([cjones@tenburyhigh.co.uk](mailto:cjones@tenburyhigh.co.uk)) is the Pupil Support Officer in charge of behaviour. She supports children who are showing poor behaviour in school to understand what their needs are.

Careers Lead works with children to draw-up a careers plan and strategies to support them in school.

**Mrs M Bradbury** and **Mrs V Dean** are also Level 3 Designated Safeguarding Lead trained in the event that Mrs Taylor-Johnston or Mr Wilks are absent from school.

The SEN team and the pastoral team work closely with each other. The SENCO, Vice-Principal and Assistant Principal meet half-termly to discuss pastoral and SEN concerns and about how we can support the child best. The SEN team and pastoral team constantly work closely together.

Pupils are also supported by their form tutor. In Years 7 – 10, children are split into 4 tutor groups that are assigned to their house (Red, Green, Blue or Yellow). The form tutor will be the daily contact for each child as they see them at the start and end of the day. They will be the first port of call for any wellbeing concerns. The form tutor can be contacted through the main office or Edulink.

Children who are experiencing bullying or a safeguarding concern are encouraged to speak to any member of staff so action can be taken. Children with SEND have the additional option of speaking to their key adult.

For more information about our Anti-Bullying approach, you can read our Anti-bullying policy. For more information about our Safeguarding and Child Protection approach, you



can read our Safeguarding and Child Protection policy. Both policies can be downloaded on our website – <https://tenburyhighormistonacademy.co.uk/key-info/policies> and are available on request from the academy reception.

### Level 2 Early Help (in school support)

Our early help offer includes access to our Education Mental Health Practitioner to support with children who are experiencing mental ill health and CLD counsellor to support children with severe mental ill health.

During social times, our ‘Time to talk cabin’ is open for anyone who need to talk to someone about their worries or concerns.

At THOA we encourage an ethos of talking, listening and tolerance of others’ feelings. Our extensive PSHE curriculum, tutor time and ongoing spotlight on mental health helps pupils to recognise when they might need help. Our tutor teams and Heads of Year also provide daily pastoral care.

### From the SEND team

Specific support from the SEND team includes:

- Pupil voice and regular check-ins with their key adult
- The worry box located in the ARC at social times
- Access to the ARC during social times for someone to talk to

## Sharing information with staff

To ensure that teachers are aware of the individual needs of each child we use Edukey (an online platform for teachers). Every child on the SEND or monitoring register will have a passport. The passport will include the identified needs, strategies to support in the classroom, pupil voice (updated termly), ongoing interventions and a summary of exam access arrangements (from Year 9 onwards).

All teachers are expected to download the passports for each child they teach so they can use the strategies to support in the classroom section to inform their planning and teaching.

In September, during the teacher training day, the SENCO will update the staff on specific learning needs for children, including any changes over the summer holidays. During this time, the SENCO will remind staff on the key essentials for SEND.



## Engagement in extra-curricular activities

All children are encouraged to participate in the range of extra-curricular and enrichment activities we offer at Tenbury High. A list of our clubs and enrichment offer can be found on Edulink.

For children who require specific support to participate in a club that they want to join, please speak with the club leader, which can be found on Edulink.

Our enrichment offer also includes house competitions that run throughout the year in school and online through Facebook.

## Working with external agencies

When we require more information about how best to support a child at THOA, we may need to work with an external agency. The list of external agencies we currently work with are listed in [Appendix 1](#).

For children with an EHCP, we will constantly work with external agencies to ensure that all outcomes are met within the context of the EHCP.

Consent will be gained before referrals for external agencies are made. Consent will be gained from the child for working with the external access arrangements assessor as they do not make recommendations and only complete screening tests. Access Arrangements Online requires consent from the child.

For serious safeguarding concerns, where gaining consent would cause the child more harm, we will not seek to gain consent for a referral to the appropriate local authority safeguarding team.

## Local Offers

Each local authority will have their own local offer detailing the information for parents/carers about the provisions and services that can be accessed.

You can access the local offers online on the following websites:

Worcestershire – <https://www.worcestershire.gov.uk/send-local-offer-o>

Shropshire – <https://www.shropshire.gov.uk/the-send-local-offer/>

Herefordshire – <https://www.herefordshire.gov.uk/localoffer>



## Complaints

This section should be read in conjunction with the academy's Complains Policy, which is available on the academy website -

<https://tenburyhighormistonacademy.co.uk/admin/wp-content/uploads/sites/55/2023/07/THOA-Complaints-Policy-July-23.pdf> - or from the academy office upon request.

### Complaints relating to an EHCP

Complaints relating to the contents of an EHCP should be directed to the appropriate local authority. You can contact the SENCO for support with this process.

For complaints about the academy not following parts of the EHCP, you should start with the complaints process detailed below.

### Stage 1 Complaint

Contact the SENCO on [senco@tenburyhigh.co.uk](mailto:senco@tenburyhigh.co.uk) to discuss your concerns and the nature of your complaint.

### Stage 2 Complaint

If you are not happy with the response from stage 1, you can escalate your complaint to stage 2.

To do this, you will need to write a formal complaint to Mrs C Sheppard. This can be done via email on [csheppard@tenburyhigh.co.uk](mailto:csheppard@tenburyhigh.co.uk) with the subject line 'Complaint.' You can choose to complain via writing a letter to the academy using the academy address.

At this stage, your complaint will be investigated by the Senior Leadership Team. At this stage, you should use our Complaints Form (Appendix 1 of our Complaints Policy).

### Stage 3 Complaint

If you continue to be unhappy with the outcome of your complaint, you can raise your complaint to OAT. This needs to be done within three working weeks of the outcome of your stage 2 complaint.

To contact the Complaints Team at OAT, contact [info@ormistonacademies.co.uk](mailto:info@ormistonacademies.co.uk) Please, also include the OAT Lead Practitioner for SEND – Natasha Gill ([natasha.gill@ormistonacademies.co.uk](mailto:natasha.gill@ormistonacademies.co.uk))

More details about SEND Complaints can be found on the government website:

<https://www.gov.uk/complain-about-school/sen-complaints>

## Appendix 1: External agencies we work with

- CAMHS
- CAMHS CAST
- Community Paediatrics
- Umbrella Pathway (Worcestershire Autism Diagnosis)
- Alternative Provision: Bonterre
- Alternative Provision: Continu Plus Academy
- Alternative Provision: Abberly Care Farm
- Worcestershire SEN Team – Learning Support Team
- Worcestershire SEN Team – Complex Communication Needs / Autism Team
- Occupational Therapy (Herefordshire and Worcestershire)
- Occupational Health (Herefordshire and Worcestershire)
- Chadsgrove School Services
- Teachers of the Deaf (Local Authority)
- Teachers of the Visually Impaired (Local Authority)
- Speech, Language and Communications therapists (Local Authority)
- Worcestershire Children First Educational Psychologists
- Virtual schools – LAC mentoring
- Riding for the disabled
- School Nurse
- Family Support Workers (Local Authority Social Services)
- Family Front Door (Worcestershire Safeguarding)
- MASH (Herefordshire Safeguarding)
- First Point of Contact (Shropshire Safeguarding)
- CLD Counselling
- Medical Education Teams
- Education Mental Health Practitioners (part of the CAMHS team)
- Access Arrangements Assessor

*Other external agencies may be used on a case-by-case basis.*



## Appendix 2: Screener Flowcharts

THOA follows the following steps to ensure Physical, Affective, Cognitive and Educational (PACE) factors are ruled out first. We use Worcestershire Children's First process.

- Hearing and sight test, including behavioural optometrist where appropriate.
- If 50% or more traits identified, intervention begins focusing on areas of difficulty.
- A checklist of common traits of dyslexia collected from key teachers and parents.
- Reading and spelling age checked along with writing speed. In some cases, an initial dyslexia screening.
- A PACE questionnaire with the family.
- If progress is not made/limited and traits remain a referral to the learning support team (external) will be made. This assessment will diagnose dyslexia if evidenced.





## **Appendix 3: Common abbreviations, acronyms, and initialisms**

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

APDR – Assess, Plan, Do, Review (or Graduated Response)

ARC – Achievement and Resilience Centre

ASC – Autism Spectrum Condition

ASD – Autism Spectrum Disorder

BTEC – Business and Technology Education Council

CAMHS – Child and Adolescent Mental Health Services

CAMHS CAST – Child and Adolescent Mental Health Consultation, Advice, Supervision and Training

CPD – Continued Professional Development

DfE – Department for Education

EAL – English as an Additional Language

EHENA – Education, Health, and Care Needs Assessment

EHCP – Education, Health, and Care Plan

EMHP – Educational Mental Health Practitioner

GCSE – General Certificate of Secondary Education

GP – General Practitioner

HLTA – Higher Level Teaching Assistant

JCQ – Joint Council of Qualifications (government agency)

LAC – Looked After Children

MASH – Multi-Agency Safeguarding Hub

OAT – Ormiston Academies Trust

ODD – Operational Defiance Disorder

Ofqual – Office for Qualifications (government agency)

Ofsted – Office for Standards in Education (government agency)

PACE – Personal, Affective, Cognition and Educational

PDA – Pathological Defiance Disorder

PE – Physical Education



RPE – Religion, Philosophy and Ethics

SaLT – Speech and Language Therapist

SEN – Special Educational Needs

SENCO – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and/or Disabilities

SLCN – Speech, Language and Communication Needs

SLT – Senior Leadership Team or Speech and Language Therapist

SMSC – Spiritual, Moral, Social and Cultural education

SpLD – Specific Learning Difficulties

TA – Teaching Assistant

THOA – Tenbury High Ormiston Academy (or Tenbury High)

UAS – Unit Award Scheme



## Appendix 4: Reading Pen Agreement

### Home – Academy Reading Pen Agreement

#### 1. General

1.1 All reading pens are issued to each student on a long-term loan but remain the property of Tenbury High Ormiston Academy

1.2 Tenbury High Ormiston Academy can cancel this contract and take back the laptop at any time.

#### 2. Reading Pen Care. Students will:

2.1. Ensure the reading pen is charged every day;

2.2. Treat the reading pen with care as the screen can be damaged if subjected to rough treatment;

#### 3. Theft & Damage

3.1. The user should take appropriate measures to protect the reading pen and all its peripherals. When unattended, the reading pen should be stored in a secure location.

3.2. Should the reading be stolen, and you have been negligent, you will be charged the full cost of replacement.

3.3. Should your reading pen be damaged, you may be liable to be charged for the repair or replacement cost.

#### 4. Technical Support

4.1. Students or their parents will not attempt to repair any faults. All faults must be reported to & repaired by Tenbury High Ormiston Academy ICT Systems team as soon as it is noticed;

Pupil name:

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Pupil tutor group:

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Pupil signature, agreeing to the above conditions above:

\_\_\_\_\_ Date: \_\_\_\_\_

Parent / carer print name:

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Parent / carer signature, agreeing to the above conditions above:

\_\_\_\_\_ Date: \_\_\_\_\_

Reading pen number allocated:

\_\_\_\_\_

**Please, return to Jodie Palmer, Assistant SENCO, at Tenbury High Ormiston Academy to keep a copy on file.**



## Appendix 5: Laptop Agreement

### Home – Academy Laptop Agreement

#### 1. General

- 1.1 All laptops are issued to each student on a long-term loan but remain the property of Tenbury High Ormiston Academy
- 1.2 Any data stored on the laptop, is subject to the General Data Protection Regulations [GDPR] and as such, should only be viewed by authorised persons;
- 1.3 Any breach of GDPR may result in the laptop being withdrawn from your use;
- 1.4 Tenbury High Ormiston Academy can cancel this contract and take back the laptop at any time.
- 1.5 You will use the laptop within the academy's Acceptable Use of Technology Policy (available on our website)

#### 2. Laptop Care. Students will:

- 2.1. Ensure the laptop is fully charged every day;
- 2.2. Carry the laptop to and around school in a suitable bag ensuring the charging cable has been removed.;
- 2.3. Treat the laptop with care as the screen can be damaged if subjected to rough treatment;
- 2.4. Not lean on, or overextend the laptop screen;
- 2.5. Not place anything on the keyboard [as objects on the keyboard will cause damage to the screen when the lid is closed];
- 2.6. Not place anything on top of the laptop when it is closed [as this may cause damage to the screen];
- 2.7. Not decorate or customise the computer and not allow it to be subject to graffiti.
- 2.8. Ensure that the laptop is only used on a hard surface allowing ventilation and removing the risk of overheating.

#### 3. Theft & Damage

- 3.1. The user should take appropriate measures to protect the laptop and all its peripherals. When unattended, the laptop should be stored in a secure location.
- 3.2. Should the laptop be stolen, and you have been negligent, you will be charged the full cost of replacement.
- 3.3. Should your laptop be damaged, you may be liable to be charged for the repair or replacement cost.

#### 4. Software

- 4.1. The software originally installed on the laptop by Tenbury High Ormiston Academy should remain on the laptop and be maintained in usable condition. This is important when it comes to antivirus software;
- 4.2. Students are responsible for ensuring that only software that is licensed to their laptop is loaded onto their computer;
- 4.3. Due to copyright laws, personal software should must not be loaded onto the laptops;
- 4.4. All students must comply with all trademark and copyright laws and all licence agreements;



**5. Privacy & Monitoring**

3.1 Tenbury High Ormiston Academy reserves the right(s) to: -

View any/all the contents of the laptop.

View/access all transactions across the network.

View/access web history and emails

**Illegal actions are covered by the following acts:**

The GDPR (2018)

The Copyright, Designs and Patents Act (1988)

Obscene Publications Act (1959)

Theft Act (1968)

**6. Technical Support**

6.1. Students or their parents will not attempt to repair any faults. All faults must be reported to & repaired by Tenbury High Ormiston Academy ICT Systems team as soon as it is noticed;

6.2. Software support is limited to the software installed by the ICT Systems team.

6.3. It is the student’s responsibility to ensure that their work is not lost due to mechanical failure or accidental deletion.

Pupil name:

\_\_\_\_\_

Pupil tutor group:

\_\_\_\_\_

Pupil signature, agreeing to the above conditions above:

\_\_\_\_\_ Date: \_\_\_\_\_

Parent / carer print name:

\_\_\_\_\_

Parent / carer signature, agreeing to the above conditions above:

\_\_\_\_\_ Date: \_\_\_\_\_



Laptop number allocated:

---

**Please, return to Jodie Palmer, Assistant SENCO, at Tenbury High Ormiston Academy to keep a copy on file.**



## Appendix 6: Roles and Responsibilities



# Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the Academy SEND Policy, which is available on our academy website: <https://tenburyhighormistonacademy.co.uk/curriculum/send>

Last updated: July 2023

Academy roles		
Role	Designated person	Contact Details
SENCO	Mrs Bradbury	<a href="mailto:senco@tenburyhigh.co.uk">senco@tenburyhigh.co.uk</a>
Principal	Vicki Dean	<a href="mailto:vdean@tenburyhigh.co.uk">vdean@tenburyhigh.co.uk</a>
SLT Line Manager for SEND	Vicki Dean (Principal)	<a href="mailto:vdean@tenburyhigh.co.uk">vdean@tenburyhigh.co.uk</a>
Pastoral support lead	Andrew Wilks (Assistant Principal)	<a href="mailto:awilks@tenburyhigh.co.uk">awilks@tenburyhigh.co.uk</a>
Designated Safeguarding Lead and Mental Health Lead	Andrew Wilks (Assistant Principal)	<a href="mailto:awilks@tenburyhigh.co.uk">awilks@tenburyhigh.co.uk</a>
Deputy Designated Safeguarding Lead	Ella Taylor-Johnston	<a href="mailto:etaylor@tenburyhigh.co.uk">etaylor@tenburyhigh.co.uk</a>
LAC Coordinator	Julie Gilliam	<a href="mailto:jgilliam@tenburyhigh.co.uk">jgilliam@tenburyhigh.co.uk</a>
Assistant SENCO	Georgina Parker	<a href="mailto:gparker@tenburyhigh.co.uk">gparker@tenburyhigh.co.uk</a>
Assistant SENCO (Administration)	Jodie Palmer	<a href="mailto:jpowell@tenburyhigh.co.uk">jpowell@tenburyhigh.co.uk</a>
External agencies		
Role	Information	Contact Details
Educational Psychologist	Worcestershire Children First	Contact through the academy
Local SEND Information & Support Services	Worcestershire SENDIASS	<a href="https://www.worcestershire.gov.uk/sendiaass">https://www.worcestershire.gov.uk/sendiaass</a>
Local Authority SEN Team	Worcestershire Children First	<a href="https://www.worcestershire.gov.uk/worcestershire-children-first">https://www.worcestershire.gov.uk/worcestershire-children-first</a>
Sensory Impairment Service	Worcestershire Children First	<a href="https://www.worcestershire.gov.uk/worcestershire-children-first">https://www.worcestershire.gov.uk/worcestershire-children-first</a>
IPSEA	Independent Provider of Special education Advice	<a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a>
Council for Disabled Children	Advice & resources for professionals and parents	<a href="https://councilfordisabledchildren.org.uk/">https://councilfordisabledchildren.org.uk/</a>