

1. *How does the school and college know if children/ young people need extra help and what should I do if I think my child/ young person may have special educational needs?*

Thriftwood Academy - all pupils have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) which identifies the school or college as the most appropriate provision. This also identifies the pupil/student primary and where appropriate secondary needs.

There are 216 children on roll from age 5 -19:

School site in Galleywood caters for pupils aged 5 – 13

College site for students aged 14 – 19.

The annual review of the SEN statement/ EHC plans ensures that they reflect the pupil's current needs. The primary need of pupils and students attending Thriftwood school and college is moderate learning difficulties with additional complex needs – autism, ADHD, speech and language difficulties, social communication difficulties.

Pupil/student progress is closely monitored on a continuous basis by class/subject teachers and the Leadership Team so if a pupil/student is not making expected progress in a particular area of learning additional support and interventions can be identified and implemented. This is monitored regularly to ensure it makes a difference.

2. *How will staff support my child/young person?*

The Statement or EHCP outlines the particular needs of the pupil/student and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs; this is co-ordinated and implemented by the class/subject teachers and other specialists.

The class/subject teachers have regular contact with pupils/students throughout the day and will act as the first point of contact for parents and will be the school/college professionals who will directly liaise with parents through direct meetings, and telephone contact and/or home- school diaries.

Thriftwood Academy as a multi-academy trust has established the SEAX Trust, a working in partnership with Langham Oaks special school. A board of directors leads trust and works directly with the Local Governing Body for Thriftwood and Langham Oaks. (LGB). They have a responsibility to hold the Principal and leadership to account and ensure that all procedures and school systems and policies are in place. Parents have representation on the LGB.

3. *How will the curriculum be matched to my child/young person's needs?*

Pupils/students follow a curriculum which is adapted to their needs and their learning will be differentiated to enable them to make progress.

Within lessons work and support is differentiated to allow all pupils to make at least good progress.

Throughout the school and college pupils are grouped according to their age, needs and abilities. Levels of support are differentiated to meet the needs of all pupils. Higher levels of support are given to more complex pupils. All work within lessons is pitched at an appropriate level so that all children are able to access teaching according to their specific needs. Typically this might mean that in a lesson there would be several levels of work set for the class, on occasions this may also be individually differentiated.

In KS4 and KS5 students follow an accreditation pathway which is appropriate for their ability. This allows learners to engage and give them the opportunity to make outstanding progress.

Parents are informed of progression routes for their child during consultation evenings or review meetings in school and college.

During KS5 pupils follow a range of nationally recognised qualifications which includes vocational, academic, independent living, life skills and personal health and social care.

The curriculum, lesson planning and progress are monitored rigorously by the Senior Leadership Team.

4. How will I know how my child/young person is doing? How will you help me to support my child's learning?

At Thriftwood we offer an open door policy, at any point if you wish to discuss a pupil/student progress, an appointment can be made to meet with the class/subject teacher or a member of the Leadership team. Staff can offer advice and practical ways that you can help pupils at home.

We believe that pupil/student education is a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly

Pupil's progress is measured continuously through, a range of formative assessment tools including National Curriculum levels and P Scales, standardised reading and spelling tests, moderated writing and external accreditation. This assists staff in accurately assessing pupil's attainment and progress. Pupils are set targets annually, these are reviewed on a term by term basis and interventions are put in place for pupils at risk of underachieving.

The school places an increased emphasis on achievement and self-evaluation and ensures that pupils demonstrate good progress. To judge that a pupil's progress is good, an analysis tool called CASPA is used to compare our pupil's progress against robust comparative data. CASPA progress charts are given to parents through review meetings.

Our website includes a termly Curriculum Summary for each class as a touchstone to what work is being done. Policies can also be accessed on the site.

5. What support will there be for my child's overall wellbeing?

At the school and college we are committed to multi-agency working to ensure that the needs of the whole child/young person are met.

Where appropriate pupils/students may have a care plan which identifies their personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate.

Professionals from other agencies including physiotherapy, occupational therapy, health and CAMHS visit the school/college as appropriate. As well as supporting individual pupils these professionals advise staff around strategies and offer training.

The teaching and pastoral team meets regularly and ensures that the pastoral needs of pupils from across the school/college are met. Pupil voice is encouraged in all areas of the school/college through regular meetings of the student council. Pupils and students, where appropriate, contribute to the annual review of their SEN statement/ EHCP through a person centred review process. Most pupils/students know their targets and can describe their next steps of learning to achieve those targets.

Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with whom they have a good relationship. Pupils can access counselling and mentoring support when necessary.

The PSHE programme promotes healthy living, keeping safe and positive personal relationships.

The academy has the Healthy Schools Award and promotes healthy eating through managing its own kitchen.

6. *What specialist services and expertise are available at or accessed by the school and college?*

All educational staff working at Thriftwood School and College have had specialist training and development. Many teachers, in addition to their teaching qualification, have a second specialist qualification which may be a diploma or a MA in special educational needs. Most support staff have a level 2/3 or equivalent qualification.

Both teachers and support staff have a programme of training which keeps them up to date with all of the specialist skills necessary for working with children and young people with special educational needs.

Thriftwood employs a Music Therapist to provide support to individual/groups of pupils and students.

Specialist services are assessed, provided and managed by the local Health provider. These services can be specified in the Statement or EHCP or may form part of the core offer to the school and college. These services include:

Speech & Language Therapist

Physiotherapist

Occupational Therapist

Educational Psychologist

School Nurse

In addition we liaise closely with other agencies who work collaboratively with staff in meeting the wider range of students needs:

Consultant Psychiatrists

Social workers

PCSO

CAMHS

Independent, Advice and Guidance advisors

7. *What training have the staff supporting children and young people with SEND had or are having?*

All staff receive regular on-going training commensurate with their roles.

This includes specific strategies and interventions for a range of SEND issues including autism, speech and language difficulties, social communication, visual impairment, sensory difficulties, safeguarding, e-safety.

Thriftwood delivers a range of high quality SEND training programmes to mainstream schools and other service providers.

8. *How will my child/young person be included in activities outside of the classroom including trips?*

Our off-site visits are designed to: enhance curricular and recreational opportunities for all our pupils; provide a wider range of experiences for our pupils than could be provided on the school site alone; promote the independence of our children and young people as learners, and enable them to grow and develop in new learning environments.

We also afford students the opportunity to take part in a wide range of residential activities appropriate to their individual SEND need.

All day visits/activities are risk assessed and residential visits are recorded on the EVOLVE system.

Parents /carers take an active part in discussions around residential visits and these are discussed both formally at parent meetings/annual review meetings.

The school operates an inclusive agenda and makes every effort to make off site visits accessible for all our pupils and students.

9. *How accessible is the school and college environment?*

The school site is fully wheelchair accessible with appropriate toilet and changing facilities. The site includes specialist rooms for B&E, cookery, art and technology, music, library, Outdoor learning, sensory room, extensive grounds and playground areas.

The college site is fully wheelchair accessible with wide corridors and a lift for student use. There are a full range of toilet and changing facilities and there are specialist secondary curriculum areas available, cookery, science, sports hall, art and design, music, hall and stage.

10. *How will the school prepare and support my child to join the school or to transfer to a new setting at the next stage of education and life?*

We work closely with the Statutory Assessment Service to ensure that children and young people are offered provision that meets their needs. Parents are invited to visit the school or college prior to applying for a place and at any time through the application process.

Once a place has been confirmed transition visits will be planned:

School admissions: 2 half day visits in class with the support staff from current school, during the visit photos will be taken prepare a booklet for the child, invitation to school events, new parents meeting.

College admissions: a series of opportunities for students to visit and experience college activities and lessons, information evening for parents and students, invitation to events.

Transition planning is a vital part of the review process from year 9 onwards. Pupils meet their Information, Advice and Guidance advisor regularly and will have the opportunity through year 10 & 11 to visit a range of post-16 provisions.

Where pupils move on to another placement, their school records and examples of their work will be offered in order to make the transition as smooth as possible.

11. *How are the academy's resources allocated and matched to children's special educational needs.*

As an academy Thriftwood is funded by the EFA and the Local Authority; a significant amount of school resources is dedicated to providing small class sizes with appropriate levels of staffing. A significant number of our pupils are entitled to receive the pupil premium and these monies are targeted to improve reading and communication skills, provide access to specific resources, to provide access to alternative curriculum opportunities and to extend awareness through the experiential curriculum. In addition, we have been able to increase the time for the music therapist to work with individual pupils. All our classes are provided resources to ensure the delivery of personalised curricula to five key stages and across all special educational needs.

12. *How is the decision made about what type and how much support my child will receive?*

The pupils Statement or EHCP plan identifies a banding level which reflects the level of pupil's current needs. This is agreed through discussion between the school and the Local Authority. The academy is currently funded on a ratio of 12pupils: 1 teacher, 1.5 LSA time. In addition the school can apply to the LA for Exceptional Funding where the needs are severe ore require additional support.

13. *Who can I contact for further information?*

For parents the first point of contact is your child's class teacher.

If you need more general information about the school or college contact:

Head of School – Mrs G Pryke

Head of College – Mrs E Smart

If you are considering your child joining the school or college please contact the school or college Office for an appointment.

For any other queries or concerns contact the Principal, Sally Davies OBE.

The Thriftwood Offer links into the Essex Local Offer which can be viewed at:

<http://www.essexlocaloffer.org.uk>