Head of School: Charlotte Webster

Special Educational Needs and Disabilities (SEND) Information Report

Thomas Hall is an Academy and part of the Reach South Academy Trust.

We deliver an educational journey from the age of 4 to 16 that promotes each child's development, both academically and pastorally, to ensure confidence and ambition. We are fully inclusive and believe that every child, regardless of any Special Educational Needs and/or Disabilities (SEND), should be given the opportunity to reach their full potential and be supported to access the whole of the curriculum on offer, in accordance with the 2014 SEND Code of Practice.

Our philosophy is that education should provide each and every pupil with the core skills needed to achieve academic excellence through a diverse and rich programme of study that has holistic development at its core. We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability.

Definition

The SEND Code of Practice (1.xiii-xiv) defines SEND as:

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 others of the same age in mainstream schools or mainstream post-16 institutions.

Legislation and Guidance

This Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

In Devon, this forms part of a Local Offer (LO) and details about our SEND provision, and that of other schools and agency provisions, will be found under a dedicated Local Offer website found here.

What are the kinds of SEN that are provided for at Thomas Hall?

The Code of Practice refers to four broad areas in which your child's needs may fall. However, these are not definitive categories in which to 'place' children. These areas are:

- Cognition and Learning needs, for example, dyslexia
- Communication and Interaction needs, for example, Autism and speech and language differences
- Sensory and Physical needs, for example, hearing difficulties and sensory processing differences
- Social, Emotional and Mental Health needs, for example, attention deficit hyperactivity disorder (ADHD)

How do we identify pupils with SEN and assess their needs?

We identify pupils and assess their needs by;

- Listening to your views and concerns.
- Listening to your child's views and concerns.
- Making regular assessments of children.
- Feedback from staff.
- Reviewing intervention impact.
- Monitoring children's emotional, social and mental-health well-being.
- Information from external agencies, for example Paediatricians and the Speech and Language Service.
- Monitoring pupils' progress in comparison to peers locally and nationally.

What should you do if you are concerned your child may have a special educational need?

If you are concerned that your child may have a special educational need (SEN) then we recommend that you **first speak to your child's class teacher or form tutor**. They will then refer to the Special Educational Needs Co- ordinator (SENDCo), if necessary, to discuss your child's provision in detail.

How will your child be supported and how will we help you to support your child?

When deciding whether special educational provision is required we may:

- Look at what we expect your child to achieve, this is not just focused on academic progress and attainment
- Gather the views of your child
- Gather the views of the parent
- Gather the views of teachers and other professionals

We use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- Class Overviews – Each class has an Overview of additional needs, differences and pastoral information which let all staff know how best to support the pupils.

- Pupil Passport – for some of our pupils who have more complex additional needs or differences, we create an Individual Education Passport. This is a short document created by the school, with you and your child's input. The profile includes not only information about how we feel your child is best supported but also your view and the child's views on this and their aspirations. We also include information and strategies from external agencies and professionals such as Educational Psychologists. If appropriate, the document will also include targets for regular review.
- All teachers differentiate the curriculum to enable access for your child.
- Classroom environments are adapted to enable children to be independent in helping themselves but also in subtle ways such as visual timetables so that every child knows what is happening throughout the days.
- Some children access interventions run both within and outside of the classroom.
- We also offer support through our Safeguarding and Pastoral Team.

It is an expectation that all children will have the opportunity, resources and support to reach their academic potential.

We do not offer a 'one size fits all' 'solution' to children with SEND as every child is an individual. We are ambitious for our SEND students and have high expectations for them. We do not allow SEND to be an excuse for not doing well at school.

How do we support pupils moving between phases and preparing for adulthood?

- Before children move into their new classes in September, they have the opportunity to meet their new teachers and to experience some time in the new class.
- Transition between Year 6 and Year 7 will be the same, regardless of whether they have come from the Lower School at Thomas Hall School or if they have come from other primary schools. All students will have two transition days which is a taster day in Upper School, meeting their form tutor for the following academic year and following a bespoke timetable. This is an opportunity to understand the differences of Upper School and to meet their new forms and teachers before the new year begins. For vulnerable or students with more

  complex needs, the school offers additional enhanced transition day(s) where students meet the pastoral and SEND support team, ensuring that they feel comfortable with extra support.
- In Upper School, where possible, form tutors will remain with their forms throughout Years 7 to 11, ensuring students will have pastoral consistency throughout their remaining five years at the school.
- Transitioning to new schools in the academic year – if your child is moving to or from a new school within the school year then we will share information with the school, college or other setting the pupil is moving to.

What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Interventions can include:

- specific support from the class teacher
- support from a teaching assistant either inside or outside the classroom
- small group support either inside or outside the classroom
- a timetabled intervention session.

How accessible is the school environment and curriculum?

- All primary classes are on the ground floor level.
- In the secondary building children can access the first floor by stairs or lift.
- Toilets have disability access in all areas.
- Parking bays for disability 'Blue badge' holders outside of the school.
- We receive advice and guidance through the Devon Ethnic Minority and Traveller Achievement Support (EMTAS) service. The service is also able to support families whose first spoken language is not English.
- We use Personal Emergency Evacuation Plans (PEEP) to support pupils who may have a physical or language difficulty, to leave the school buildings and / or area in case of an emergency.
- Our Accessibility Plan is committed to providing an accessible environment.

How accessible is the curriculum?

We make the following adaptions to ensure all pupils' needs are met:

- Differentiated curriculum to ensure all pupils can access it, for example, by grouping, scaffolded resources, differentiated teaching style and content of the lesson.
- Adapted resources and staffing.
- Using recommended aids such as laptops, coloured overlays, visual timetables and larger font.
- Differentiated teaching, for example, giving longer processing times, pre-teaching vocabulary and reading instructions aloud.

We enable children with SEND to access extra-curricular activities by:

- Including parents in any relevant discussions about your child
- We include additional adult support
- We follow advice from other professional and / or advisory service
- Completing risk assessments

Reviewed September 2026

- Encouraging all pupils to attend residential trips
- Encouraging and monitoring the attendance of SEND pupils to after-school clubs
- All pupils are expected, encouraged and supported to take part in sports days, focus days, etc
- No pupil is excluded from taking part in these activities because of their SEN or disability.

What specialist services are available at or are accessed by the school?

At Thomas Hall, our Safeguarding and Welfare Team work closely with the SEND Team.

- Head of School – Charlotte Webster
- Assistant Headteacher – Inclusion and Safeguarding - DSL - Adam Green
- SENDco - Joe Medland
- Assistant SENDCo - Beth Drew
- DDSL – Sophie Dunn

All our teachers hold Qualified Teacher Status as do a number of support staff.

We access a number of specialist services to support the school, its pupils and their families. These include:

- Speech and Language Therapy
- Ethnic Minority and Traveller Achievement Services
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Service
- School nurse
- Counselling services

- Hearing Impairment and Visual Impairment Teams
- Social Services

What training and expertise do staff have in supporting children with SEND?

Adam Green is a qualified teacher and holds a NPQSL.

Joe Medland is a qualified teacher and holds the NASENCO.

Beth Drew is a qualified teacher and the Assistant SENDCo.

We have a team of Learning Support Assistants and Specialist Teaching Assistants who are trained to deliver SEND provision.

Staff have accessed training in the following areas:

- Safeguarding
- Prevent
- Social and Communication Difficulties
- Restorative Practice
- Attachment difficulties

How do we evaluate our provision?

Children's progress is continually monitored by class teachers. Their progress is reviewed formally through four assessments cycles per year. We evaluate the effectiveness of provision for pupils with SEND by:

- Monitoring progress through four assessment cycles a year
- Observations
- Feedback from parents and staff
- Pupil, parents and staff questionnaires
- Reviewing the impact of interventions which run for set amount of times
- Using Provision Mapping and IEPs
- Reviewing pupil's individual progress towards their goals
- Holding Annual Reviews for pupils with Education Health Care Plans (EHCPs)
- Parents are also updated during parents evening. Parents are made aware of the National expectations in relation to their child's development at meetings and on the annual report which shows levels of attainment and targets for all children.
- Homework is differentiated considering your child's needs and is monitored by the SENDCo and subject leads.

How do we support the emotional and social development of pupils with SEND?

Our children's well-being is of paramount importance to us and we strive to offer excellent pastoral support for pupils and their families. Our Welfare Team work closely with the SEND Team in providing support for pupils and their families. We also work with outside agencies and professionals to support our pupils and families, such as the Early Help Team.

Throughout the school, PSHE and RSE is delivered through assembly, tutor time and in PSHRE. Assemblies follow a pastoral theme and form times have a PSHE form tutor session each week which cover the statutory Relationships Education, RSE and Health Education guidance. Pupils also have one hour a fortnight scheduled into their timetables. Our children learn about important themes of relationships, living in the wider world and health & wellbeing at age-appropriate levels.

We have the highest expectations of all pupils so that their achievement academically, creatively, personally and socially is the highest it can be. We aim to prepare all pupils for their respective life-

journey so all become confident, kind, caring global citizens who develop a love of learning. We are committed to character formation developed by a curriculum that challenges pupils to reflect and think for themselves. We will provide a warm and welcoming environment for all children through positive and uplifting experiences.

Our Behaviour Framework and Anti-Bullying Policy are based on the belief that all pupils have the right to learn in a secure, safe and stimulating environment. Avant Hall School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs. These policies aim to develop an acceptance of responsibility for their own behaviour, in all pupils. They also identify ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

What do I do if I am not happy with the provision for my child with SEND?

There are times when parents may disagree or oppose the view held by the school about a child. If you wish to do so, **then the first person we recommend you speak to is your child's class teacher or tutor.** If this proves unsuccessful then the matter can be referred to the Senior Leadership Team (Assistant Principals or Principal). You can refer to the Trust's Complaints Procedure on our website Finally, the complaint can be taken to the Local Authority.

The parents of pupils with disabilities also have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Who can I contact for more information?

Please email senco@thomashallschool.org if you have a general enquiry and a relevant member of the team will contact you. To reach a specific person, please write For the Attention of… in the subject line.

Mr Adam Green Assistant headteacher/SENCO

Mr Joe Medland SENCO
Miss Beth Drew Assistant SENCO

Emails are monitored, triaged and responded to during school working hours, Monday to Friday.
If you email during the evenings, weekends or during school holidays, the team will respond as soon as possible once school reopens.

If you have a safeguarding concerning outside school hours, please contract Devon County Council's Emergency duty service:

Out of hours contact number: 0345 6000 388

Opening hours:

- Monday to Thursday, 5.00pm – 9.00am

- Friday to Monday, 4.00pm – 9.00am
- Bank Holidays, 24 hours

The Emergency duty service provides emergency social care response in Devon for vulnerable Adults, Children and young people outside of normal office hours.

The team is comprised of experienced social care professionals and support staff who have a vast range of skills and knowledge to support individuals and their families experiencing crisis.

Contact for families of children with disabilities: www.cafamily.org.uk
SENDirect: www.sendirect.org.uk
SEND Gateway; www.sendgateway.org.uk
Devon Local Offer: https://devonias.org.uk/