**The Local Offer for Special Educational Needs at**

**The Thomas Alleyne Academy**

At The Thomas Alleyne Academy we believe that all students have a right to a broad, balanced and relevant education regardless of their ability.

Teaching and supporting students is a whole school responsibility requiring a whole school response therefore, all teachers are teachers of students with Special Educational Needs and or a Disability. Meeting the needs of SEND students requires a working relationship between all those involved: school, parents/carers, students, Local Authority, Children’s Services and other relevant support partnerships.

We offer the following support to our students:

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| **Strategies to support/develop literacy including:*** Reading, comprehension and Spelling tests undertaken to help to ascertain the needs for early intervention
* 1:1 reading intervention: Thinking Reading
* Bespoke reading, comprehension and spelling programs (Thinking Reading; LEXIA; SuccessMaker; NESSIE)
* Breakfast Reading Club
* Small group literacy support
* Small group handwriting support
* Individual Literacy Support
* Individual Plans
* Spelling and reading programmes during tutor time
* Whole school teaching on literacy
* Timetabled ‘Reading lessons’ through the English department
* Adapted planning to meet the literacy needs of all students
* In class support from Teaching Assistants
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| **Strategies to support/develop numeracy*** Small Group Numeracy Support
* Bespoke numeracy programs (Mental Maths Fluency; )
* In class support from Teaching Assistants
* Adapted planning to meet the needs of all students
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| **Provision to facilitate/support access to the curriculum** * Small group support from teaching assistants
* 1:1 in class support from teaching assistants for specific lessons when available.
* Modified resources
* Personalised curriculum as appropriate
* Visual, Auditory and Kinaesthetic teaching and learning
* Specific seating plans
* Home learning club
* Strategies from professionals’ reports put into action
* Strategies to reduce anxiety/promote emotional wellbeing
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| **Strategies to support/develop independent learning*** Visual timetables
* Chunking of activities
* Use of individualised success criteria
* Visual, Auditory and Kinaesthetic strategies to promote independent learning.
* Devices, such as laptops and reading pens, made available as required.
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| **Strategies to support modifying behaviour*** Use of the school’s behaviour policy (available on school website)
* Pastoral support.
* School counsellor
* Inclusion room
* Respite / Quiet room for students to regulate
* Report, including positive report
* Anger management 1:1 or group
* Resilience
* Individual Plans
* 1:1 with Inclusion lead
* Social skills groups
* Mentoring – peer and staff
* Coaching
* LSU respite
* Meet and greet, as appropriate
* Whole school rewards programme
* ‘School of Hard Knocks’ sessions
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| **Social Skills support including strategies to enhance self-esteem** * Social skills sessions led by designated teaching assistant – group and 1:1
* Break and lunchtime activities in LSU including Lego Club
* After school enrichment activities
* Morning enrichment activities
* Lunch time enrichment activities
* Young Carers
* Peer mentors
* Duke of Edinburgh Award scheme
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| **Transition*** Where appropriate, extra visits to Thomas Alleyne Academy before students start
* SENDCO liaises with feeder schools’ SENDCOs and class teachers as appropriate
* Summer School
* SEND transition sessions one hour per week in the last four weeks of the summer term
* Key TA for vulnerable students
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| **Liaison with a wide range of professionals including:*** Educational Psychologist
* Specialist Speech and Language Therapist
* Communication and Autism Team
* Hearing Advisory Teacher
* ESC Outreach Team
* Connexions
* Counsellor
* Visual Impairment Advisor
* Hearing Impairment Advisor
* CAMHS
* Child Development Centre
* Education Support Through Medical Absence
* School Nurse
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