**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 |
| **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 |
| **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 |
| **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. |
| **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 |
| **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 |
| **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 |
| **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 |