

Mainstream Schools Local SEND Offer Form

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Background

The Draft Special Educational Needs Code of Practice stipulates that all early years and education providers are responsible for meeting the special educational needs of children and young people, and must publish information on all policies, services and facilities in place to assist them. The purpose of this proforma is to ensure a consistent approach for the writing and publishing of school's Local SEND Offers and to make them more accessible to families and practitioners working with them.

The role of schools

All schools in Essex will welcome children with special educational needs and/or disabilities (SEND) by:

- Delivering high quality teaching to enable all children to make the best possible progress
- Developing a partnership approach with parents and carers of children with SEND
- Designating a member of the teaching staff as the Special Educational Needs Co-ordinator (SENCo) and a member of the governing body with responsibility for SEND
- Participating in the process of identifying, assessing and meeting children's needs.

In addition to the universally accessible services, schools will consult with a range of specialist support services to assist them in meeting children's needs. This may include referrals to the following services:

Name of service	Name of service
EWMHS (formerly CAMHS)	Educational Psychologist
Specialist Teacher Services	Kids Inspire
School Nurse (Provide Public Health Service)	Essex Boys and Girls RESPECT Project
CYO Mentoring	Transition Pathways

Your Local SEND Offer

All relevant information from your completed proforma will be published on the Essex [website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the Essex website
- b) all information supplied is accurate and up to date

Name of school	Tabor Academy	
Name of person completing the form	Gillian Goodchild-Colley	
Role of person completing the form	SENCO	
Date completed	31/10/16	

The following information will be made available to families, children, young people and practitioners, via the Essex [website](#).

1 An overview of the school

Give an overview of the school, including information such as size of school, statement of ethos, whether the school has a special unit/resource for a particular type of SEND.

Everything we do at Tabor Academy is centred on ensuring that each individual student is educated and supported to succeed in the world today – as an individual, as a partner, as a member of a team and as a citizen. We want every child to feel part of the school community. To achieve this aim, we provide an education that meets the needs of young people, delivered in an educational environment that emphasises traditional standards of uniform, discipline and respect. The school has a population of approximately 900 students. We have an 8 form entry in Year 7 and a 9 form entry in Years 8 – 12

2 Identifying pupil's additional needs

How will the school know if a pupil needs additional help and how do they keep parents informed, e.g. regarding assessments?

A range of methods are used to identify students with additional needs: class teachers provide information to the SENCO when they identify concerns in their lessons; school achievement and behaviour systems are monitored regularly to identify trends and issues; termly tracking of student progress; Year 7 testing on entry – Reading Test, Spelling Test and Cognitive Ability Test; dyslexia and dyscalculia screening; dialogue with feeder primary schools; primary school assessment data and parental voice.

Parents are updated immediately should a student be possibly identified as requiring additional needs.

3 Dedicated contacts at the school

Who should parents/carers contact if they have any questions or concerns about their pupil's SEND, e.g. class or form teacher, SENCo, Parent Support Adviser etc?

1. If I child has been identified as SEND then the first contact would be Mrs G. Goodchild-Colley - SENCo or Mrs C. Ballantyne – Assistant SENCo
2. If parents have concerns with regards to their child's progress and possibly having SEND then parents should contact their child's form tutor.
3. If parents need further information they can meet or contact the Achievement Team Leader

4 Involving pupils and parents/carers in planning support

How does the school involve pupils and parents/carers in planning to meet SEND and in general school life? Add supplementary information in the notes box

Y	Planning and review meetings	Y	Individual pupil/teacher conversations
Y	Advice on how to support learning at home	Y	Mentor, e.g. adult or peer mentoring.
Y	Regular contact between home and school, e.g. home/school book, email or text.	Y	Parent Support Adviser (PSA)
	Other, please specify		
Additional notes		Annual review meeting for students who have a statement of SEN Transition meeting for new Year 7 students who have a statement of SEN Support with Key Worker	

5 Range of support available to pupils with SEND

Y	Curriculum adaptations/differentiation	Y	groupings of pupils
Y	Specific teaching interventions	Y	specific individual support
Y	Support for behaviour	Y	specialist teaching groups
Y	Support for health needs	Y	support for communication needs/assistive technologies
	Other, please specify		
Additional notes		Transition class for selected Year 7 students who are vulnerable SEND Phonics and comprehension groups Literacy and Numeracy interventions (small group and 1:1) Exam Access Arrangements for students Transition Pathways interviews ?	

6 Measuring pupils' progress

How will the school know how well pupils with SEND are doing and how will they inform parents/carers about this?

Student progress is monitored by teachers on a lesson by lesson basis, by the subject leader through internal assessment, and by the school through the school tracking and reporting system. Progress and behaviour are also reviewed daily using the schools achievement and behaviour monitoring system. As a consequence, parents are informed and contacted regularly based on the information collated. The school also arranges termly review meetings, alongside a student's annual review.

7 Support and training for school staff

Have any staff received specialist training in SEND? How are school staff supported to work with pupils with SEND? Please include details of training undertaken within the last 12 months and numbers of staff that attended.

We ensure continued professional development of all staff:

- Whole school inset and Twilight sessions to update staff about supporting SEND students
- Designated LSA and SEND staff to focus on Phonics, Spelling and Comprehension skills
- Specialist teacher for Literacy
- Specialist teacher for Numeracy
- Specialist Transition teacher
- Phonics intervention programme delivered to identified students
- Weekly SEND team meeting and regular twilight INSET training to improve teaching and learning as well as support for SEND students.
- Outside agencies delivering training to staff on various aspects of students needs and disabilities
- SEND staffs have specific specialisms and responsibilities and work alongside external agencies.

8 Accessibility of the school

How is the school accessible to pupils with SEND, e.g. fully/partly accessible, facilities for personal care, specialist teaching areas?

Tabor Academy is able to meet the needs of the majority of students with an additional educational need. The school is housed in a modern premises which opened in 1992. As such, all areas are fully accessible for disabled students with the assistance of lifts to move between floors. There are also disabled toilets on each floor. Every corridor is clearly marked for all students. We have a Transition class (for year 7) for specifically identified students. The SEND area is also accessible for lunch time homework club which is all on the ground floor close to the school entrance.

9 Inclusion

How does the school ensure that pupils with SEND are included in all activities at school, after school clubs and on school trips, e.g. risk assessments, provision of additional support, planning with parents?

All students with a statement are encouraged to participate in one after school activity in or outside of school. Each year group has activity clubs that are run throughout the week. All SEND students are fully included in all activities including school trips and visits. All risk assessments are completed and care plans are also put into place for vulnerable students. Students are supported by LSA's in lessons. Students have access to various pieces of equipment including laptops

10 Transitions - starting or changing schools

How will the school support pupils with SEND to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Tabor staff conduct visits to neighbouring primary schools in order to meet and gather information from primary staff about students prior to them starting at Tabor. The SENco will also attend a student's annual review in Year 6. There is an induction programme for all new students starting at Tabor in year 7. The induction programme includes a tour of the school, a taster day, and summer school for selected students. The school also provides career advice and support for students in year 9, 10 and 11.

11 Support and training for parents/carers

What support and training within the school is available to parents and carers?

	Parent learning/support groups		Parent Support Adviser (PSA)
Y	Coffee mornings with parents		Other, please specify

Additional notes Held regularly throughout the year

12 Further information for parents/carers, pupils and practitioners

Where can further information on services available be found, e.g. school website?

All information about the school including SEND, Support and general information can be found on the Tabor website. Parents are also able to access additional information and support about SEND in the local area through the Essex Infolink website.