

SEND Information

School Context

Tabor Academy is part of the Loxford School Trust we work within a hub of schools, led by Loxford School, an Outstanding school, thus ensuring that our staff are able to deliver the highest educational standards. The Trust strongly believes in developing students, so that they are able to achieve their potential both academically and as members of our community.

We work on the traditional values of respect, discipline and responsibility to prepare our students for the challenges of examinations, social interactions and the world of work. We want all our students to find their passion and have the tools to pursue their dreams.

Our vision is simple, “that no child is left behind”. Students are at the centre of everything we do, and we aim to give all the necessary foundations for success by helping students develop the skills and attributes that will provide them with real life-chances. Students are expected to work hard and to achieve their individual best academically, to develop skills relevant to the 21st Century and to develop the self-confidence and sense of purpose necessary for success in a highly competitive global society.

Tabor Academy will provide a safe, yet challenging environment where students can succeed and excel. We will develop a strong pastoral system and curriculum to allow us to ensure that our students are happy, safe and challenged in all they do at school.

Tabor Academy is an inclusive school and we pride ourselves on the fact that we are a family. We will work closely with our parents and our community in order to achieve the best for all in our school.

We aim to:

- Achieve exam success for all – we want our pupils to have as many choices as possible, with a strong foundation of GCSEs.
- Ensure that every child leaves our school knowing themselves as an individual, as a member of a team and as a citizen.
- Create a culture of learning for life.
- Provide the skills needed for self-management, resilience and self-worth.
- Give opportunities and experiences outside of the classroom to enrich our pupils.

We believe that every student has the potential to achieve greatness and will work with every student to ensure that they get there. Our school is committed to the success of each of our pupils.

The school has a population of approximately 800 students with a 5 form entry.

How does Tabor Academy know that my child needs additional help?

A range of methods are used to identify students with additional needs:

- class teachers have been trained in the process of providing information to the SENDCo using the school Teacher Identification SEND document, with refresher training for teaching staff completed on a regular basis
- school achievement and behaviour systems are monitored weekly to identify trends and issues
- termly tracking of student progress
- baseline testing on entry to the school – Reading Test and Cognitive Ability Test as well as screening for Dyslexia and Dyscalculia
- dialogue with feeder primary schools
- primary school assessment data
- liaison with parents should a student be identified as possibly requiring additional support

Who should I contact if I have any questions or concerns about my child's SEND?

If a child has been identified as having SEND then the first contact would be Mrs T Hays (SENDCo). If parents have concerns with regards to their child's progress and possibly the child having SEND then parents should contact their child's form tutor. If parents need further information they can meet or contact the Achievement Team Leader (Head of Year).

If parents/carers of a student with SEND wish to make a complaint about the provision made by the school they should refer to the school's complaints procedure, which can be found at:

<http://taboracademy.co.uk/school/about-tabor/policies/>

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- Planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/school planner, phone calls
- Individual pupil/teacher conversations
- Parents' evenings
- Parental surgeries with the Year Care Team (YCT)
- Annual review meeting for students who have a statement of SEND or an Education, Health and Care (EHC) plan
- Transition meeting for new Year 7 students who have an EHC plan
- Termly Student Support Summary meetings with your child's Key Worker and Outreach Support worker for students who have a statement of SEND or an EHC plan
- Parent and student views collected termly for all students with an EHC plan

Where appropriate we can also arrange for parents/carers to meet with external services that can support the child and family in meeting the needs of a pupil with SEND.

What different kinds of support are available to children with SEND?

- Curriculum adaptations/differentiation
- Support for behaviour
- Specified individual support
- Support for health needs
- Grouping of pupils
- Specialist teaching groups
- Support for communication needs/assistive technologies
- Support from External Agencies for specific needs e.g. health and social care services, local authority support services and voluntary organisations
- SEND/EAL Phonics and comprehension groups
- Literacy and Numeracy Centres
- Exam Access Arrangements for students requiring additional support in internal and external assessments
- Measuring students' progress

How will the school know how well my child is doing and how will they inform me 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 school's achievement and behaviour monitoring system. Consequently, parents are informed and contacted regularly based on the information collated.

In addition to this the school arranges termly review meetings, alongside a student's Annual Review for any students with an EHC plan.

Have any staff received specialist training in SEND?

We also ensure continued professional development of all staff:

- regular whole school inset and Twilight sessions to update staff about supporting students with SEND
- specialist SEND LSA to focus on phonics, spelling and comprehension skills
- Specialist EAL teacher
- specialist LSA for numeracy
- weekly SEND team meeting and training to improving teaching and learning as well as support for SEND students
- SEND team attend training and meetings in curriculum areas and key stages
- weekly training for LSAs on target setting and reviewing progress of students with an EHC plan supported by Outreach workers
- outside agencies delivering training to staff on various aspects of students' needs and disabilities
- SEND staff have specific specialisms and responsibilities and work alongside external agencies

How is the school accessible to children with SEND?

<http://www.loxfordschooltrust.net/Accessibility-Plan.pdf>

Tabor Academy can meet the needs of the majority of students with an additional educational need. The school is housed in modern premises. As such, all areas are fully accessible for disabled students with the assistance of lifts to move between floors. Every corridor is clearly marked for all students. The lunch time homework club which is on the ground floor close to the school entrance.

There are disabled toilets, as well as in the P.E. block and the changing rooms are also wheelchair accessible.

All students with a mobility need meet with our site manager each year to plan and update their Personal Emergency Evacuation Plan (P.E.E.P) to follow in the event of a fire alarm.

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

All students with an EHC plan 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 students with SEND are fully included in all activities including school trips and visits. All risk assessments are completed, and care plans are also put in place for vulnerable students. Students are supported by LSAs on trips where necessary. Where appropriate students have access to various pieces of equipment: laptops etc.

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

Tabor Academy conduct visits to neighbouring primary schools in order to meet and gather information from primary staff about students prior to them starting at Tabor Academy. 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 Academy in year 7. The induction programme includes a tour of the school, a taster day and a 'meet the tutor' evening.

The school provides advice and guidance to students regarding post 16 placements. If they have a statement or EHC Plan then they will also receive support from the Careers Service. Where possible the careers advisor attends reviews in years 9, 10 and 11. Visits are made to local colleges and students are helped make applications to college where college is the appropriate next step for them. The SENCo also liaises with the local colleges regarding a student's needs once a placement has been chosen.

Should a student and their family choose to change placement part way through a key stage, the SENCo can also arrange visits to appropriate alternative provisions with the student and their family.

As part of the Annual Review meeting for students in years 9-13 we discuss preparation for adulthood and independent living to ensure that parents/carers feel confident in supporting their son/daughter through the transition to adult life.

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

All information about the school including SEND, support and general information can be found on the Tabor Academy website. Parents are also able to access additional support and guidance to support a child who has SEND through Essex County Council Information, Advice and Support Service.

Who can I contact for further information?

SENCO: Mrs T Hays

Trust SEND Governor: Mrs H Watson

In addition, you may contact your child's class teacher.

For further information about the services available in Essex, the **LOCAL OFFER** can be found via the link below:

<http://www.essexlocaloffer.org.uk/listing/tabor-academy/>