




The Taunton Academy SEND Report 2022-2023

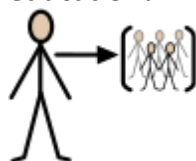
<p>What are the kinds of SEND that are provided for by The Taunton Academy (TTA)?</p> 	<p>The Taunton Academy (TTA) caters for all students within the community whatever their academic ability unless their learning needs are so complex that they would best be served in a specialist setting.</p>
<p>What are the policies for identifying students with SEND and assessing their needs?</p> 	<p>The school SENDCo is Karen Mellish, a senior leader who works with the Head Teacher. She works within the SEND department alongside a team of skilled teaching assistants. TTA uses a range of data, observations and assessments to identify students who we feel may have additional learning needs. These may include dyslexia type difficulties, social, emotional and mental health as well as other needs. Some students may have more complex needs and need a more comprehensive process of assessments. All additional needs fall under the four categories of need as laid out in the SEND Code of Practice, although many students may have more than one need:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Physical and/or Sensory <p>The school produces a Special Educational Needs and Disability Policy that sets out information about the school's response for making provision for students with SEND whether they have an EHC Plan. This can be found on the school's website together with Somerset's local offer on the following link:</p> <p>https://www.thetauntonacademy.com/learning/send/</p>
<p>What should I do if I think my child may have a special educational need?</p> 	<p>In the first instance, please contact the Director of Inclusion SENDCo Mrs Karen Mellish: kmellish@thetauntonacademy.com</p>
<p>What provision is there in place for students with SEND?</p>	<p>Teaching staff will support students at a level appropriate to their needs through effective differentiation in the classroom known as Quality First Teaching. This is</p>



constantly reviewed as the child develops and requires more specific interventions to access the curriculum which may be supported in a number of ways:

- Individual or small group literacy and numeracy programmes
- Individual or small group social, emotional and mental health programmes
- In-class support from a teaching assistant
- Individual programmes to meet specific needs

How will I be involved in making decisions about planning for my child's education?



Parents/carers know their children best and it is important that all professionals listen and understand when they express concerns about their child's learning. TTA uses the assess, plan, do and review process with the child at the heart of planning and reviewing provision. In addition, there are other opportunities for parents/carers to be involved with your child's education:

- Progress Evenings for all year groups
- Year 9 Option Evenings
- Year 11 Progress/Intervention Evening
- ClassCharts – information about merits and sanctions/homework
- Annual Reviews for students with an EHC Plan and/or Higher Needs Funding
- Key worker contact
- Information about specific interventions i.e. Spelling and reading/WordShark/Direct Instruction

At any time, you may contact your child's tutor, Head of Year or the SENDCo for further information.

How will I know if my child is making progress?



As a parent/carer you will receive:

- Progress reports three times a year
- Progress Evenings
- Information about rewards/sanctions through the virtual learning environments i.e. ClassCharts

In addition, you may also be involved in:

- Annual reviews
- Individual Learning Passports
- Information about specific learning programmes
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All teachers are aware of every student's starting point at the end of Key Stage 2 and are aware of the rate of progress we expect each child to make whilst at The Taunton Academy each year, and over the 5 years. Progress can vary each year, but the overall progress over 5 years is monitored carefully to ensure every child makes the best possible progress for them. We have high aspirations for all our students.

How will the curriculum be matched to my child's needs?




This is done on an individual basis where the need is identified for a student to have a more personalised curriculum. Most students follow the same curriculum as their peers, perhaps with minor adjustments. Each teacher should implement 'Quality First Teaching'. Teachers are expected to support students by differentiating the lesson content to meet the needs of all. Where students have complex needs, teachers are supported by the SEND Team.




What support will there be for my child's overall well-being?





All students are supported through the pastoral system. Each student has a Form Tutor who takes them through their five years at The Taunton Academy. Regular meetings are led by the Assistant Head, Safeguarding Team, the Pastoral team, and Heads of Year. At these meetings students who are of concern for academic and/or emotional issues will be discussed, and appropriate interventions identified. These students are then carefully monitored.

We adopt a graduated response.

	<p>Students with SEND may have a key worker, usually a Teaching Assistant, who offers support with organisation and/or emotional needs. They liaise with yourself, your student, the SENCo and other relevant school staff. The Learning Support Department also have a daily meeting where students concerns are raised and strategies put in place to support them.</p> <p>All students who are identified with concerns about their well-being will be offered appropriate interventions including:</p> <p>Support from the School nurse Support from our transition and well-being lead Support from our Student Well-being Officer Support from our ELSAs Support from the pastoral team Clubs Rewards via ClassCharts Careers advice Support from other agencies, as appropriate such as the Trailblazers initiative Safe havens at lunch/break in The Hub Advice on our website about services that can help your child including Somerset's Big Tent: https://www.thetauntonacademy.com/mental-health-wellbeing/</p>
First Aid 	<p>TTA is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff and provision of first Aid. We have a medical officer who oversees the provision.</p>
Students with medical conditions	<p>Students with specific health conditions will have an individual Medical Care Plan which will be drawn up in consultation with the parent/carers and other health professionals as necessary. This will outline the arrangements for administering</p>

	<p>medication and provide advice for staff in the event of an emergency. Staff will take note of the Medical Care Plans when arranging any curriculum enrichment activity. (See TTA's website: 'Supporting Students with Medical Needs Policy').</p>
<p>Safeguarding</p> 	<p>If we have any concerns that a student is at risk, we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.</p> <p>The safeguarding officer for TTA is Mrs Jenny Webb: jwebb2@thetauntonacademy.com</p>
<p>What specialist services are available within, or accessible to the school?</p> 	<p>School based:</p> <ul style="list-style-type: none"> • SENCo • Teacher qualified to carry out exam access arrangements (EAA's) • 1 HLTA Teaching Assistant supports SEMH • 1 HLTA Teaching Assistant supports teaching and learning • 1 HLTA Teaching Assistant support EAL and SEMH • 2 qualified ELSAs • Student Well-being Officer • A team of specialist teaching assistants • Transition and Well-being Lead • SEND Admin Assistant • Medical Officer • Behaviour Team <p>All Teaching Assistants have experience and training in working with students with Cognition and Learning needs, Physical and Sensory needs, Speech, Language,</p>

	Communication, and Interaction needs (including Autism) and Social, Emotional and Mental Health needs.
<p>External Services</p> 	<p>There are a range of external services available to support child as and when appropriate including:</p> <ul style="list-style-type: none"> • Educational Psychology • SENDIAS • Specialist Advisory Teachers including: <ul style="list-style-type: none"> ➤ The Hearing and Vision Impairment Teams ➤ Somerset Communication and Autism Team ➤ The Physical Impairment and Medical Support Team ➤ Virtual School which includes the Learning Support Services • Child and Adolescent Mental Health Service (CAMHS) • Educational Welfare Service (attendance) • Medical Officer • Integrated Therapy Services: <ul style="list-style-type: none"> ➤ Occupational Therapy ➤ Physiotherapy ➤ Speech and Language Therapists • Trailblazers Project – Mental Health Teams <p>Additional information can be found on the following website: https://www.somerset.gov.uk/education-and-families/</p>
<p>What training is available to staff supporting students with SEND?</p> 	<p>Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including:</p> <p>Whole School</p>

- Autism – what is Autism and five tips for supporting students with Autism in schools.
- Emotion Coaching
- Trauma-informed based schools
- Emotionally-based School Avoidance
- High Quality Teaching benefits students with SEND - The 'Five-a-day' principle. (Education Endowment Fund).
- The SENDCo has completed the Senior Leadership SEMH training

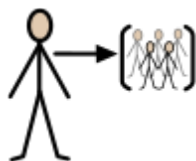
Group/Individual

- Helping Teenagers Who Cut
- Leading Good Autism Practice
- Understanding and Supporting Students with Dyslexia
- GCSE Access Arrangements
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In addition, there is regular training on:




- Child Protection (Safeguarding)
- First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness
- Disability Awareness
- Outstanding Teaching and Learning – TRIO initiative

How will I and my child be involved in making decisions about and planning for my child's education?



Parents know their children best and it is important that all professionals listen and understand when parents express concern about their child's development. The schools' SENCo reviews SEN regularly and where appropriate with outside agencies to meet the needs of students on the SEND register. Where an Early Help Assessment tool is required to bring together and co-ordinate several agencies supporting a child, the school invites other organisations to meetings to ensure that a child-centred, collaborative approach is followed. This also ensure that's the various external organisations and agencies involved with supporting the child are held to account.

	<p>In addition to the opportunities listed above, there are many other occasions to be involved in your child's education:</p> <ul style="list-style-type: none"> • School Open Evenings • Presentation evenings <p>We encourage parents to be involved in their children's education and hope parents will contact us if they have concerns. Similarly, teachers will contact parents to address issues promptly.</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p> 	<p>As stated in our school aims, we expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion by drawing up risk assessments where appropriate.</p>
<p>How accessible is the school environment?</p> 	<p>As a school we have worked with outside agencies to improve accessibility. Most areas are accessible and if necessary, we will adjust timetables to ensure children have full access to their curriculum. There is an Accessibility Plan on the website, and we have recently updated all internal doors to ensure that wheel-chair users can move through the buildings independently and without obstruction.</p> <p>https://www.thetauntonacademy.com/learning/send/</p>
<p>How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?</p> 	<p>We gather a lot of information about your child from their primary school, and any agencies involved, for the best possible preparation for transition to secondary school. This is usually in Year 6, but when a child has more complex needs the process of transfer may begin earlier, sometimes even in Year 5. In addition to the usual induction week for all students, vulnerable students (not necessarily children with SEN) are invited to extra days in the school to familiarise themselves with their new surroundings and to take part in a bespoke enhanced transition programme.</p>

	As a school, TTA has excellent links with all the post-16 providers locally including Richard Huish College, SPACE and Taunton and Bridgwater College. It has a strong tradition of supporting students to find the most appropriate course. As students' progress through the school they are given a lot of support from the Careers Advisors, who will personalise support. Some students have individual transition programmes.
How are the school's resources allocated? 	As a school, we have several physical spaces to support our students – The Flexible Learning Centre, an ELSA Room, Student Welfare Office and The Hub which are led by the Director of Inclusion, SENCo, Mrs Karen Mellish. Within this team there are a number of Teaching Assistants (this number varies, depending on the number of students identified with higher needs funding or with Education Health and Care Plans.) Allocation of Teaching Assistant's support is done on a 'needs-led basis.' We try not to allocate Teaching Assistants to individual students as we want to encourage our students to become independent learners and not isolate them from their peer group or teacher.
How is the decision made about how my child will receive support? 	The decision-making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs students discussed with parents at Annual Reviews. Where a student makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEN Register. When significant changes to provision occur, parents are informed.
Where do I find the Somerset County Council's Local Offer? 	<p>We work very closely with the authority to support your child with SEND. Somerset publishes a Local Offer which provides information about services and support available locally for children and young people. It can be found on the following link:</p> <p>https://choices.somerset.gov.uk/025/</p>
Who do I contact if I have a concern about my child?	If you have a concern about SEND provision in our school contact should be made in the first instance to your child's Year Leader, tutor, class teacher, SENDCO or



head teacher. They will then be referred to the school's complaints policy, which is on the school website.

If you have a child with a disability you have the right to make a disability discrimination claim to the first tier SEND tribunal if you believe that our school has discriminated against your child. You 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

The Head Teacher is Mrs Lisa Webber:

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The Director of Inclusion SENCo is Mrs Karen Mellish

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RICHARD HUISH



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