

A Parent/ Carer Guide to Special Educational Needs at Archbishop Tenison's CE School

What is our aim?

Archbishop Tenison's CE School is a Christian community where every individual is valued and where we are concerned to promote the learning and development of all our pupils.

We aim to:

- Ensure that every pupil at Tenison's should have access to a broad, balanced and relevant curriculum
- Foster a learning environment that enables all children and young adults to reach their full potential
- Raise the autonomy and to improve the school life of children with SEN and to recognise and reward their achievements
- Educate all pupils and students alongside other pupils and students, recognising the diversity of children's learning experiences and needs

Who should I contact if I want to discuss the needs of my child?

The Subject Teacher	<ul style="list-style-type: none">• If I have a question about the teaching and learning in a particular subject area
The Form Tutor	<ul style="list-style-type: none">• If I want to discuss the personal development of my child• If my child needs support with organisation, self-respect, self-esteem or something similar• If I need to let the school know about a change at home• If I'm not sure who to talk to and would like advice
The Head of Year	<ul style="list-style-type: none">• If I have a concern about my child which is more serious
The SENCO Mrs Robinson	<ul style="list-style-type: none">• If I have a question about the support provided for my child from the SEN department• If I want to discuss a specific intervention programme for my child or an alternative curriculum or course

How can I find out how well my child is doing?

Form tutors, subject teachers and the SENCO all monitor student levels to identify students who are not making adequate progress.

If you are concerned about the progress of your child, or want to find out more about how they are doing outside of the normal reporting process and parents' evenings, you can contact either their form tutor, the SENCO or a specific subject teacher.

If your child is not making adequate progress, further assessments and discussions with key staff and parents may result in extra support being put into place depending on the individual situation. In some cases, for students who already have Education Health Care Plans, Learning Support Assistant support might be allocated. There is always an expectation that students will develop independent learning skills rather than becoming reliant on adult support.

For students on the SEN Support Register, review meetings are held termly. Parents will be invited annually to a formal review meeting where the level of progress and success of any support and intervention is discussed and revised accordingly.

If your child continues to make little or no progress, an Education Health Care Plan may be requested. Further details about this process will be explained by the SENCO and information will be published in the LA Local Offer.

Will my child get special arrangements in tests and exams?

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks, reader, prompt, separate rooming or use of a scribe.

Students on the SEN Support Register are all tested automatically to see if they are eligible for any additional arrangements at the start of Years 7 and 12 and the end of Year 9. Your child does not qualify for additional arrangements purely as a result of being on the SEN Support Register.

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long term goal of developing independent learning skills.

In addition to planned differentiation in the classroom the following range of interventions are in place to help overcome a range of difficulties.

Intervention	What is It?
Cognition & Learning: Intensive Numeracy and Literacy Programme	6 lessons each week in a small group setting – 3 in numeracy and 3 in literacy – no MFL – with a SEN teacher
Cognition & Learning: Dyslexia Support Group	Form time sessions aimed to develop strategies for dyslexic students – with an SEN teacher
Cognition & Learning: Dyspraxia Support Group	Form time sessions aimed to develop strategies for dyspraxic students – with an LSA
Cognition & Learning: Lexia Reading Programme	2 form times each week to develop students' reading and spelling skills – with an LSA
Communication and Interaction: Social Communication Intervention	1 lesson a week with an LSA using the 'Talkabout for Teenagers' intervention scheme

Communication and Interaction: Emotional Literacy Intervention	1 lesson a week with an LSA using the 'Zones of Regulation' intervention scheme
Social, Emotional and Mental Health: Haven Lunchtime Club	Supervised games club to eat and chat with friends
Social, Emotional and Mental health: SEN homework club	A quiet space to complete homework with support from an LSA. Access to computers and a printer.
Social, Emotional and Mental Health: Transition Nurture Group	6 Small Group sessions in September – October to aid transition for our most vulnerable pupils – with an LSA
Social, Emotional and Mental Health: 121 Support	1 session a week for 6 weeks to support a range of SEMH issues – with an appropriately trained member of staff

How skilled are staff at meeting the needs of my child?

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN.

Recent training for new teachers has covered differentiation, teaching students with SEN and EAL and trauma informed schools.

Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. She is also a qualified trauma and mental health practitioner.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

What support from outside does the school use to help support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of support
Educational Psychology Service Our attached Educational Psychologist is M. Gooding	Observations of students, advice on teaching and support strategies. Meetings with students and parents. Assessment on needs. Referral to outside agencies where appropriate.
Speech and Language Therapy Our attached SALT is C. Nestor	Advice on intervention, teaching and support strategies. Referral to one to one therapy or group support.
CAMHS (Child and Adolescent Mental Health Service).	Advice on intervention, teaching and support strategies. Additional support and assessment on need where appropriate.
Virtual School for Children who are Looked After virtualschool@croydon.gov.uk	This service oversees and monitors provision for children who are in the care of the Local Authority
Hearing Impairment Service	Advice on intervention, teaching and support strategies. Additional support and assessment where necessary.
Visual Impairment Service	Advice on intervention, teaching and support strategies. Additional support and assessment where necessary.
Croydon Early Help Team	Advice on intervention and signposting to other agencies for support

How will the school help my child in the transition from Primary to Secondary or when moving to or from another school?

Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition.

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

In Year 6 /7 Transition

A member of the transition team attends the Primary to Secondary Transition day meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings maybe arranged to create a more detailed 'transition' plan which may include more visits to or from Archbishop Tenison's School.

Every student with an Education Health Plan is offered a one to one tour of the school before the summer and the opportunity to meet key staff.

Further information about support and services for families can be found at

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Our full SEN policy is available from the school on request.