**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 SEN/D 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 and Spelling tests undertaken to help to ascertain the needs for early intervention * SuccessMaker reading and spelling * 1:1 reading intervention * Breakfast Reading Club * Reader Leaders * Small group literacy support * Small group handwriting support * Individual Literacy Support * 1:1 tuition at the end of school * Individual Plans * Spelling and reading programmes during tutor time * Whole school teaching on literacy * Whole school ‘Book Days’ * Differentiated planning to meet the needs of all students |
| **Strategies to support/develop numeracy**   * Individual Numeracy Support * Small Group Numeracy Support * 1:1 tuition at the end of school * In class support from Teaching Assistants * Differentiated 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 * 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. |
| **Strategies to support modifying behaviour**   * Use of the school’s behaviour policy (available on school website) * Pastoral support. * School counsellor * Inclusion room * Reflection room * Report, including positive report * Anger management 1:1 or group * Resilience * Individual Plans * 1:1 with Inclusion Manager * Social skills groups * 1:1 with Inclusion Assistant * Mentoring – peer and staff * Coaching * LSU respite * Meet and greet, as appropriate * Whole school rewards programme |
| **Social Skills support including strategies to enhance self-esteem**   * Social skills sessions by school counsellor – group and 1:1 * Play therapy * Break and lunchtime activities in LSU including Lego Club * Conversation club * Games club * Young Carers * Peer mentors * Varied enrichment activities during lunchtime and after school |
| **Transition**   * Where appropriate, extra visits to Thomas Alleyne Academy before students start * SENDCO liaises with feeder schools’ SENDCOs and class teachers as appropriate * 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 |