

Thomas Telford School



Special Educational Needs and Disability /Inclusion Policy and Information Report

**Updated by Nicola Parkinson July 2026
Review Date September 2027**

Statement of Intent

Thomas Telford School is committed to an inclusive education for all its students. This policy outlines the framework for Thomas Telford School to meet its duty, obligation and principal equality values, providing high-quality education for all students including students with Special Educational Needs and Disabilities.

Thomas Telford School will have regard to the Special Educational Needs and Disability Code of Practice (January 2015) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Family Act 2014.

Thomas Telford School will ensure that all children SEND receive the appropriate support as outlined in the Special Educational Needs and following documents:

- SEND Code of Practice January 2015.
- The Equality Act 2010 - (schools' departmental advice for school leaders, updated 2014)
- The Schools White Paper 2026: Special Educational Needs and Disability (SEND) Reform, February 2026.
- Statutory guidance on Supporting Pupils at School with Medical Conditions 2026.
- Thomas Telford School SEND/Inclusion policy and Information Report 2026-7 (Appendix C)
- Teachers Standards 2026 (terminology updated June 2026)
- Thomas Telford School Safeguarding Policy September 2026
- Accessibility Plan 2023 -2026; 2026-9.

Thomas Telford School will take active steps to minimise barriers enabling all students identified as having a disability or Special Educational Needs are provided with equal access to the curriculum.

Thomas Telford School will operate a whole school approach to Special Educational provision, where all staff are responsible for meeting the Special Educational Needs and are expected to ensure suitable differentiation and accessibility to the full curriculum.

Aims

- To be guided by the Special Educational Needs Code of Practice and related legislation.
- To ensure all students are fully integrated into the school and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment.
- To demonstrate a commitment to developing access to the school and the full curriculum for all students.
- To consider the views of the individual student and their parent/carer are taken into account at all times when their requirements are being assessed.
- To develop a culture of inclusion where staff who are working with SEND students have appropriate information.
- To ensure that students receive and enjoy their educational entitlement, irrespective of gender, ethnicity, race, religion or special need.
- To ensure our best endeavours are used to secure special educational provision for students for whom this is required and that it is 'additional to and different from' that provided within the differentiated curriculum to respond to the following areas of need:
 1. Communication and Interaction
 2. Cognitive and Learning
 3. Social, Mental and Emotional Health
 4. Sensory/Physical
- To support students with medical conditions and work to their full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperation and productive partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Identifying SEND

Any student, whatever their level of attainment, may experience a difficulty at some stage in their school life needing support to access and progress through the curriculum at an appropriate pace. Early identification of students who need additional support is essential to enable staff to provide effective learning experiences for individual students.

Some of these students may have an Educational Health Plan (EHCP).

Students who attend Thomas Telford School may have:

- exceptional ability in one or more curriculum areas
- emotional or behavioural difficulties
- physical disabilities
- physical problems connected with sight, hearing or speech
- specific difficulties related to aspects of language, reading or mathematical work
- mild, temporary difficulties which cause a slower rate of progress through the curriculum

Assessment of Students with SEND/Inclusion Needs

Assessment should not be regarded as a single event but as a continuous process. Thomas Telford School will be responsive and open to expressions of concern by parents/carers and take into account any information parents/carers provide about their children. Some students may also raise their own concerns about their progress which will be considered, treated seriously and followed up appropriately. Thomas Telford School is aware of Parent Partnerships Service and parents/carers will be offered advice and support as and when appropriate.

It is acknowledged that the request for support for individual students can occur at any time. The identification of need can come from any one of a number of sources. For example:

- Subject Teacher
- Personal Tutor
- School Nurse
- Feeder Primary School
- Member of staff
- Parents
- Outside Agencies
- The individual student

Identification of a students' SEND may take a variety of forms including the measurement of students' progress by referring to:

- Evidence of teacher observations and assessment
- A student's performance highlighted through the Module Reporting System
- Standardised screening or assessments
- Collation of a number of performance indicators
- External agency reports such as LSAT or EP

The SENDCo will coordinate the referrals and assessments through the relevant personnel and in full consultation with parents/carers.

Thomas Telford School will **adopt a graduated response** to match the special educational provision to the needs of the students, with due regard to the Special Educational Needs and Disability Code of Practice (updated January 2015) and The Schools White Paper 2026: Special Educational Needs and Disability (SEND) Reform (February 2026).

Promoting an Inclusive Culture through Learning Support

Raising the attainment of all students, including those with SEND, is a whole-school responsibility. All teachers are expected to teach inclusive lessons.

Thomas Telford School operates a whole School approach to special educational provision. This means that all staff are responsible for meeting special educational needs through a continual four part cycle:

1. **Assess** – a clear analyses of the students' needs
2. **Plan** – parents notified and agreement reached on adjustment/intervention support as well as impact on progress, outcomes sought – date for review
3. **Do** – teacher remains responsible for working with student on daily basis
4. **Review** – impact of the support and intervention

(See Appendix A)

Effective mixed ability teaching provides the foundation for maximising student performance. To this end, teaching staff at Thomas Telford School will:

- Provide a curriculum which enables all students to access the full curriculum
- Ensure resources are differentiated according to need
- Keep up to date with training and resources on SEND
- Identify concerns and seek support from the SENDCo
- Target resources specifically for exceptionally able students, those with learning difficulties and those students with physical disabilities.
- Provide a whole School approach to Learning Support so that meeting special educational needs is an integral part of curriculum planning, delivery and assessment
- Utilise fully Information Technology so that students can take more control over their learning

Promoting an Inclusive Curriculum

Our aim is to raise aspiration and outcomes through an ambitious curriculum for all students. Extra help and learning support for exceptionally able students and those with learning difficulties may take a variety of forms. For example:

- A learning programme with adapted starting points
- Assistance from an additional teacher, technician, or helper in the classroom
- Being taught individually or in small groups
- Using technological equipment/software for specific skill training, mobility aids.
- A wealth of enrichment opportunities.

Teaching of Phonics and Reading Support

The SENCo liaises with the Head of English and wider staff to deliver a structured programme for the teaching of Phonics and reading intervention. The programme for Phonics is 'Lexonic Leap' and the programme to support an improvement in reading capabilities is 'Lexonic Advanced'. Both programmes are part of the nationally acclaimed Lexonic intervention programme for literacy. The programme is cumulative and sequential. Students will access this programme after an assessment for reading capabilities and decisions concerning support will be linked to standardised scores achieved. Intervention is detailed in **Appendix B**.

Parents will be actively involved and supporting their child through the programme.

EAL -English as an Additional Language (EAL)

The identification and assessment of the SEND of a student whose first language is not English requires particular care. It is necessary to consider the student within the context of their home, community and culture. However, when a student who uses English as an additional language makes slow progress, it should not be assumed that their language status is the only reason; they may have

learning difficulties. In such cases Thomas Telford School will look carefully at all aspects of the student's performance in different curriculum areas to establish whether the difficulties they have are due to limitations in understanding English or from SEND. Relevant external agency support is sought where necessary.

Support With Handwriting

Learners are identified as part of summer school transition and also from feeder primaries. Wider staff monitoring, alongside input from the learners themselves and parents, also helps identify a picture of need in this area. Interventions are daily and follow a sequential and personalised programme, with learners graduating from the programme when legibility is achieved. Good practice for the learners involved is reinforced at home and in the wider classroom. Liaison with external agencies (Such as Occupational Health) occurs where necessary, alongside the use of assistive supportive technologies.

Children with Specific Circumstances

Children who have been taken into care by the LA are legally defined as being 'Looked After – Children in Care' (CIC).

Thomas Telford School recognise that CIC students are more likely to access SEND provision. Thomas Telford School has a designated member of staff for coordinating the support of CIC students, and this is Mrs Nicola Parkinson.

Promoting Mental Health and Well-being

Thomas Telford School will implement the Social, Emotional Mental Health and Well-being policy September 2026 promoting:

- A PSHE curriculum focusing on promoting students 'resilience, confidence and ability to learn'.
- In house counselling service aims to provide a six week block of support for developing coping strategies.
- A Nurture Centre which provides students with short periods of 'respite bite' with the aim of equipping students with necessary skills to build independent life skills.

Monitoring and Evaluating

All Special Educational Provision/Policy is monitored and reviewed by the Governors of the School.

Mrs Kate Evans is the Governor with responsibility for Special Educational Provision.

Mrs Nicola Parkinson is Head of Special Needs.

Ms Chloe Wright is the school's Designated Safeguarding Lead.

The progress of students on the SEND register is carefully monitored through the Module Reports system, Records of Achievement and Review Meetings between Personal Tutors. The SENDCo is informed if progress is not being made and more specialised support may be required and implemented appropriately.

All teaching staff are informed and have access to information on specific students with SEND via:

- SEND Register
- Staff and departmental meetings/briefings

This enables teachers to plan effectively and implement any recommended teaching strategies. Those students identified as having additional needs are provided with a plan of provision. The 'Communication Passport' are accessible to all teaching and support staff which outline the strategies teaching staff should incorporate into their sessions to ensure that practice is fully inclusive.

When the needs of individual student have been assessed, it may become necessary to target additional resources to facilitate learning:

- Provide in class support for targeted students
- Team teach or provide individual tuition if the need arises
- In conjunction with the class teacher, prepare individual programmes of study and resources for targeted students
- Develop staff expertise in catering for students with special educational needs.

The SEND department will provide specialist guidance and co-ordinate this provision in consultation with the Senior Management Team. Special Needs will feature as a weekly agenda item on both Senior Management, Team and Area of Experience Meetings.

The Learning Support Team will meet with the relevant deputy head in charge of safeguarding as part of the monitoring schedule at least twice termly.

An on-going programme of staff development has been designed to enhance the skills of the Learning Support Team and School staff.

All outside agency support is co-ordinated and overseen by the Head of Special Needs.

Partnership with parents is the foundation stone of the School's work. All Individual Education Passports are discussed and negotiated with parents.

Special Needs Admissions

Thomas Telford School does not discriminate against students with SEND. The School admits students from across the whole ability range. Following an offer of a place, where applicants have identified special educational needs, planning will commence to put into place personalised reasonable adjustments to support the student as part of the School's provision.

Once offered a place, where a student has been identified as having an Educational Health and Care plan (EHCP), a meeting will be convened with the Head of SEND and a representative from the relevant LA from which the student lives, to plan for adjustments concerning the student's needs. Students who have an EHCP will have all relevant information shared prior to transfer to ensure appropriate provision is organised.

Once a student has been offered a place there will be liaison with relevant stakeholders during transition to share information. Requests for transfer documents are circulated to feeder schools and meetings are arranged with Head of SEND and all relevant outside agencies where possible before or shortly after the student joins the school.

Special Facilities

The School has exceptional resources, which can be accessed to enable staff to cater for the needs of a wide range of students. These include:

- One Family Liaison/Nurture Centre Manager
- Three Learning Support Assistants
- Information Technology Technicians who provide support for both staff and students
- Educational Psychologist
- Counselling
- Careers support
- Portable lap-top computers
- Access to the School's PC network
- Access to spell-checkers, specialist software and Multi-Media facilities
- A medical room supervised by qualified First Aid member of staff
- A lift to the First Floor Teaching Areas
- A Disabled Toilet facilities

In addition:

Further information can be obtained from the school's Accessibility Plan.

Safeguarding/Child Protection Procedures

The named Safeguarding/Child Protection Officer for Thomas Telford School is Ms Chloe Wright. The named Children in Care (CIC) lead is Mrs Nicola Parkinson.

Thomas Telford School will show due regard for the guidance issued by Telford and Wrekin, Wolverhampton, Shropshire and Staffordshire Safeguarding Teams.

Provision for Exceptionally Able Students

Students who display exceptional talent in one or more curriculum areas are identified from a range of different sources. These include:

- Results of Admission Assessments
- Feeder School Reports
- Subject Teacher Referrals
- Results from National Curriculum Assessments
- Parental Referral

It is the responsibility of teachers and parents to ensure that the motivational level of these students remains high. Exceptionally able students are catered for in a variety of ways at Thomas Telford School to ensure that they are stretched by a curriculum which is challenging and rigorous. Strategies which are currently employed include:

- Individual meetings between parents, personal tutors and able students to establish individual programmes of study
- Regular reports to parents and able students ten times per year which include negotiated targets for future action
- Membership of Express Groups
- Opportunities to take GCSE before Year 11
- Extension activities within the curriculum
- Unlimited supply of relevant, curriculum related homework
- Students who display exceptional ability may be targeted for specialist teaching in small groups within the Option Schemes
- Students may be taught in sets at the direction of the Assistant Head/Manager within the Area of Experience
- Students are actively encouraged to participate in Session 3 activities
- Students are invited to use the Homework Centre which is available from Monday to Thursday during Session 3

Nurture Provision for students with Social and Emotional Wellbeing needs

Thomas Telford School has a Nurture Centre. The Centre is designed to enable students to access small group and one to one support. The Nurture Centre Manager delivers a Nurture Programme to support students with their social, emotional and educational learning.

Accessibility Plan

The Accessibility Plan addresses the three strands of the statutory requirements, and is the basis in which action plans will be drawn up and regularly reviewed: Improving access to the physical environment of schools. This covers improvements to the physical environment of Thomas Telford School and physical aids to access education. Improving the delivery of written information to students with learning difficulties. This will include planning to make written information that is normally provided by Thomas Telford School to its students, available to students with learning difficulties. Examples might include handouts, timetables, textbooks and information about Thomas Telford

Schools events. The information will take into account of students' learning difficulties, plus students' and parents' preferred formats, which will be made available within a reasonable time frame.

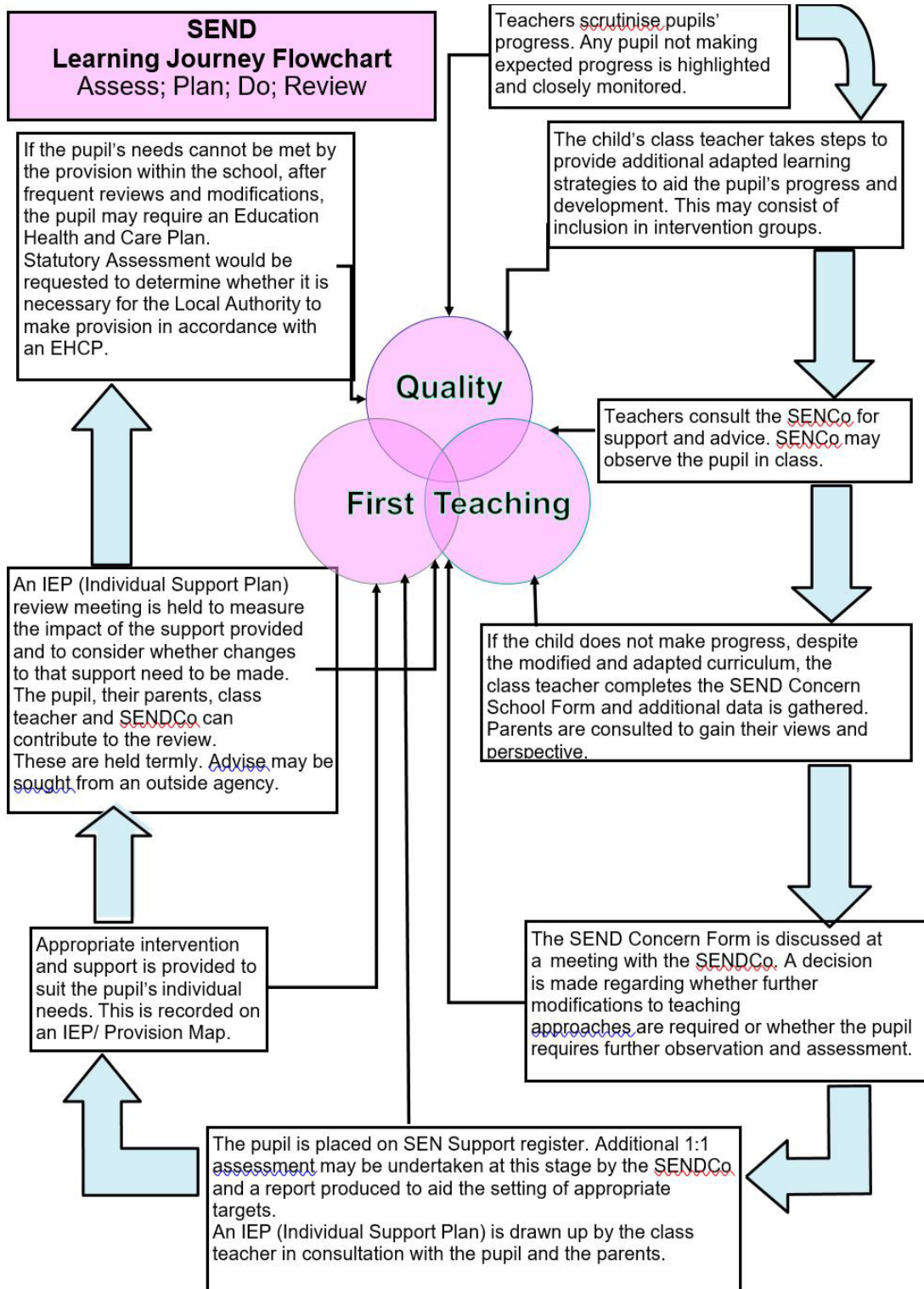
Medical Provision

The school nurse and qualified First Aiders provide cover for minor medical issues. For all medical concerns please contact Mrs Gemma Myatt.

Learning Support Team

N Parkinson	SENCo
L Herbert	Family Liaison/ Nurture Centre Manager
N Lester	Learning Support Assistant
C Costello	Learning Support Assistant
H Guillain	Learning Support Assistant

Appendix A



4. After a term testing to take place for graduation from programme, if pass test leave programme but potentially move onto Lexonic Advance support. To also continue with sixth form peer reading intervention.

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1. Learners with literacy weaknesses identified from intake. These learners monitored/supported immediately on transition to school.

2. Reading age tests occur in summer school/ first week of school. Learners with lower than expected reading capabilities identified.

3a. Gaps identified: Learners with phonics gaps targeted for daily 15 minute phonics support by Lexonic Leap team.

These learners also to be supported by sixth form peer reading support.

3b. Pupils with fewer phonics gaps but fluency and comprehension issues offered weekly 1 hour Lexonic Advanced Session.

Where necessary these learners also to be supported by sixth form peer reading support.

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All learners with under expected reading capabilities supported to be re-tested as to reading age termly.

Special Educational Needs and Disabilities Information Report (2026-7)
Thomas Telford Schools Offer

Policies	The following policies can be found on the Thomas Telford School website. • Accessibility Plan • SEND Policy
What is an EHCP?	The children and Families Bill identified changes to how children and young people with SEND will be supported in the future. As part of this there is now a new assessment process with a single, integrated Educational, Health and Care Plan (EHCP) replacing the statementing process. An EHCP looks at all the needs a child has in education, health and care. Professional from each area, along with parents and the student, will consider what outcomes would like to be seen in place and what is needed to achieve them. EHCP's have the same protection in law as a Statement of SEND. An EHCP assessment will usually only apply to children with the most complex needs in mainstream school, or children who require a specialist school or setting. If a student is in receipt of an EHCP Thomas Telford School will work in partnership with student, parents and agencies to create an individualised programme of support. This support will be monitored to make sure progress is being made in partnership with parents and any other agencies involved with the student.
Identifying students who need support?	<i>On entry:</i> • Close liaison with Primary Schools prior to transition. • Additional Visits to Thomas Telford School where appropriate. <i>Existing Thomas Telford School students:</i> • If despite 'Quality First Teaching' progress is limited. • If your child has received a recent diagnosis from a Health Care Professional.
How are the needs of the students met?	The SEND department at Thomas Telford School consists of the SENCo, three Learning Support Assistants and one Family Liaison/ Nurture Centre Manager. Current interventions are: • Targeted, planned intervention which may be facilitated on a 1-1 or small group basis. • Targeted support in English, Mathematics and Science. Physically disabled students are supported in Physical Education and other relevant areas where a need would act as a barrier to access to the curriculum. • Spelling intervention groups. • Mathematical intervention. • Literacy support. • Handwriting support. • Reading intervention support, as detailed in Appendix B. • Access to the Nurture Centre provision • Access to the Inclusion Centre provision We offer 1-1 and small group sessions to support organisational skills, revision skills and emotional support. There are opportunities for students to take part in the Nurture Group where they can build confidence and self-esteem through a range of activities and Session 3.
How we evaluate the support given to	Progress of all students is tracked on module reports every six weeks. This data is used to show who requires intervention. This information is shared with parents at the end of each module. Reading and spelling are testing regularly. Reading capability is tested on entry to the school, annually and also termly if students are involved in the reading intervention programme (Appendix B)

Student's voice?	Students with an EHCP will be key to creating their My Plan. They will get the opportunity to review their strengths and weaknesses, setting new targets for themselves. Students identified with SEND needs (but without an EHCP) will receive intervention at the appropriate level on a need basis with their voice recognised and valued.
Training of SEND staff?	The SENCo is an experienced qualified teacher with the National Qualification in Special Educational Needs and a Masters in Special Educational Needs and Disabilities. SEND staff have current first Aid Training and diabetics training and access to planned opportunities throughout the year.

	All SEND staff have access to or receive training at planned opportunities throughout the year. A Specialist Teacher from the local authority completes specialist assessments for Examination Access Arrangements three times a year.
How accessible is Thomas Telford School with physical disabilities?	Thomas Telford School building complies with the standards and regulations outlines in the Discrimination Act 1995. There are a number of aspects of Thomas Telford School building which are accessible to all those with a physical disability, including lifts, disabled toilets and changing facilities. In addition, staff are fully trained on evacuation procedures. Staff work with Occupational Therapy and Physiotherapy Specialist to adapt aspects of the curriculum.
Who can I contact at Thomas Telford School?	If your child has a specific need please contact: Mrs Nicola Parkinson, Head of Special Educational Needs and Disabilities.
Arrangements for consulting and involving parents/carers	All parents and carers have regular communication about the child's progress through their child's personal tutor group. This includes progress checks and parents consultations. In addition to this children with identified SEND have regular meeting with the SEND team. Parents /carers may seek further support from Information, Advice & Support Services Network. Information, Advice & Support Services Network Suite 12 and 15 Hazledine House Central Square Telford Centre, Telford TF3 3JL 01952 457176
What type of support my child may receive?	All students are in receipt of Quality First Teaching where their progress is carefully monitored and tracked. Students who are not making adequate progress, targeted intervention takes place. The SEND department is then informed. A more specialist support may be required for some students. On entry to Thomas Telford School, information about additional needs and prior attainment is shared with the SENCO so that relevant support can be put into place. All new students to Thomas Telford School undergo baseline assessments in English and Mathematics. The results of these will be analysed and any concerns will be raised with parents/carers and the SEND department. Student who are in receipt of a Special Educations Needs Health and Care Plan will receive specialist support as outlined in their plan.
Arrangements for supporting students with Special Educational Needs in a transfer between phases of education or in preparation for adulthood and independent living.	Before joining Thomas Telford School once offered a place Year 6 students attend induction days. Support from the pastoral system also ensures a smooth transition from primary to secondary school. Once offered a place children identified with SEND needs have the opportunity to meet with the SENCO in addition to the induction days. Thomas Telford School Careers Department works closely with all students to ensure that each student has a transition plan into post-16 education, higher education, training courses or the work place. The SEND department works closely with Future Focus to ensure those students with identified additional needs are further supported during transition. This also includes the transition from Key Stage 3 to 4.

External expertise and services used by Thomas Telford School.	Thomas Telford School may include accessing Specialist Services such as Learning Support Advisory Teachers. In addition we may seek advice from occupational therapists, physiotherapists, speech and language therapists, Social Services, Specialist teacher of the deaf/visually impaired and CAMHS. Thomas Telford School has counsellor provision.
Governing Board support the work of the Thomas Telford School SEND department.	The Governing Board nominates a named governor who will ensure the department meets all statutory guidelines for the provision of students with identified Special Educational Needs. The named governor is currently Mrs Kate Evans. Mrs Evans can be contacted by email at this address kburnett@ttsonline.net The named governor will ensure that all funding is spent in the best interests of individual and their needs.
	The Governing Board will also deal with any complaints which may implicate the provision for students with additional needs, if it is felt that an issue has not been dealt with sufficiently by the SENCO, Deputy Headteacher or the Headmaster.
Local Offer	Telford and Wrekin Local Offer- www.telfordsend.org.uk/site/index.php