

Thornden School Special Educational Needs (SEN) Information Report

This document provides information about how we support the education and wellbeing of students with additional needs. Naturally, changes and developments occur over the school year, so the details contained in this document are correct as of April 2026– it will be reviewed and updated annually. Other important policies around SEN are available in the Accessibility Policy, the Special Needs Policy and the Access Arrangements Policy.

Thornden is a mainstream school and we can provide support to students with a range of needs in the areas of: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs. We would consider all types of need on a case by case basis. We aim to enable all students to experience all that the school has to offer, including a broad and balanced curriculum, trips and extra-curricular activities.

The Study Skills Department works with all academic departments across the school and is led by the SENCos, Mrs R Roadnight & Mrs S Little. There is also an experienced Learning Support Coordinator, Mrs J Beckingham, an Exams Coordinator, Mr C Bevan, and a team of LSAs. Mrs Roadnight, Mrs Little, Mrs Beckingham and Mr Bevan will provide advice and support on all aspects of school life for students with SEN. LSAs work with a range of students across the curriculum in class and also provide targeted 1:1 and small group teaching. The Learning Support Academy committee member is Ben Chivers who liaises with the department and provides oversight, feedback and an annual report to the academy committee.

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Thornden School SEN Information Report

Section 1 - Getting to know your child

Students with an Education, Health and Care Plan or Transition Partnership Agreement

- Parents/carers of students coming to Thornden with an Education, Health and Care Plan (EHCP) or Transition Partnership Agreement (TPA) in place will initially discuss transition with their primary Special Educational Needs Coordinator (SENCo)
- If your child is coming to Thornden and you want to discuss their needs with us, or you are interested in your child coming to Thornden, meetings can be arranged
- We also hold SEN open afternoons where you can come along to meet the team and talk about your child's needs
- Either the SENCo or Learning Support Coordinator will be invited to your child's Year 6 Annual Review or TPA meeting and they will liaise with the primary SENCo to discuss your child's needs and challenges
- 1:1 visits to tour the Thornden site during or at the end of the school day can be arranged based on need
- Depending on need, additional transition sessions in the Learning Support Department and/or class visits can be arranged for some students, as can enhanced transition activities as necessary
- LSAs support students with EHCPs during the New Intake Day
- At New Intake Parents' Evening in June, Learning Support staff will be available to answer any questions you might have

Thornden School SEN Information Report

Section 1 - Getting to know your child

Students on the SEN Register in Year 6

- Information on students is supplied to us by the primary schools
- If your child is still on the Register at the end of Year 6, it will be normal practice to initially place them on our Register at the start of Year 7
- We produce a document called a Student Profile for all students on the SEN Register. This is created through discussion with primary school and/or discussion with parents and students themselves. These documents provide information for staff about the nature of any needs and outline best classroom approaches to support
- If your child has needs below the threshold for being placed on the SEN Register, we will place them on our Watch Register and inform Thornden staff about needs with a document called an Information Profile
- If your child is receiving emotional support, for instance ELSA, contact will be made with their primary school to discuss transition arrangements
- In the spring term of Year 7, we will review the SEN register and remove students who have shown need for anything additional to or different from the universal provision in class targeted support
- We gather the information to make this decision based on staff feedback, LSA observation and data tracking
- We also hold SEN open afternoons where you can come along to meet the team and talk about your child's needs

Thornden School SEN Information Report

Section 1 - Getting to know your child

Students who are already supported by outside agencies

- We are happy to liaise with agencies who are already involved in the support of students. We can host meetings in school and attend those held off site
- Specialist Advisory Teachers are involved in staff training and observation, and they input into Annual Reviews for students with an Education, Health and Care Plan
- We liaise with outside agencies to either organise access to specialists within the school day or to organise appropriate equipment that is managed externally
- Occupational Therapy services cease at Year 6 - where medical needs are identified it is possible for them to observe and/or advise the school
- Thornden subscribes to the Hampshire Educational Psychology Service and can liaise with them for advice and support for identified students
- Professional advice can be sought from outside agencies where individual issues are identified
- CAHMS referrals and involvement will continue for relevant students

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Section 2 - School transition

For students with SEN joining at the start of Year 7

- We are an inclusive school and the vast majority of support for SEN students is delivered within lessons. The Study Skills department/SENCOs provide timely information, advice and training to ensure staff are able to support learners with additional needs
- Staff are provided with the SEN register and more detailed information about student needs through Head of Year information documents (educational and/or medical and/or physical) and detailed student Profiles
- Individual confidential data is maintained and used by the Senior Leadership Team, Heads of Year, the SENCOs and the Learning Support Coordinator
- Initial information allows staff to tailor their teaching from the outset
- LSAs are assigned to some classes with a focus on individuals or groups
- All students in school complete spelling and reading tests
- We use these tests to help us recognise potential issues with students whose needs may not have been previously identified
- Test results are given to staff
- We use data to decide which students may require extra support (see details in Section 3)

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Section 2 - School transition

For students with SEN joining at other times

- Visits to tour the site during or at the end of the school day can be arranged
- We will contact your child's previous school to discuss their SEN and to request written information on their needs
- If your child's needs sit outside of our ordinarily available provision and targeted in class support they will be added to the SEN register
- Staff are provided with the SEN register and more detailed information about student needs through Head of Year information documents (educational and/or medical and/or physical) and student Profiles
- Individual confidential data sheets are maintained and used by the Senior Leadership Team, Heads of Year, the SENCos and the Learning Support Coordinator
- Students complete spelling and reading tests
- We use these tests to help us recognise potential issues with students whose needs may not have been previously identified
- Test results are given to staff, alongside predicted grades for the end of KS4
- We use data to decide which students may require extra support (see details in Section 3)

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Section 2 - School transition

For SEN students who are moving to higher education or other pathways

- In Year 10, we can support students to identify suitable work experience placements - it is the expectation that all SEN students will complete a one week placement in the same way as the rest of their year group
- We liaise with local colleges to explore potential future pathways for our students and group visits can be arranged depending on needs
- We pass on all relevant information to the new school/college and liaise with their Special Needs department
- We can arrange accompanied college visits for some individual SEN students
- We pass on information about examination concessions and SEN records to the college your child will attend
- A college contact will be invited to the Annual Review and Transition Partnership meetings for Year 11 students
- A college representative can be invited to Annual Reviews from Year 9 onwards
- In line with national policy, we will store your child's SEN records until they reach the age of 25

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Section 3 - How Special Educational Needs works at Thornden

In and around the school

- We can provide support to students with a range of needs, and we consider all types of need on a case by case basis
- We aim to enable all students to experience all that the school has to offer, including a broad and balanced curriculum, trips and extra-curricular activities
- Students are expected to stay within the boundaries of our site for the whole school day
- The site is sloping and has a number of interior and exterior staircases, but no lift access, therefore we are not currently equipped for wheelchair users
- We have some doors, handrails and equipment to support physically disabled students subject to further additions in the future
- There is disabled parking in school and disabled toilets and changing facilities
- Thornden has a School Nurse, Mrs Wendy Prince, and a School Nurse Assistant, Mrs Lindsay Lambourne
- There is a weekly meeting for the Study Skills department – the LSAs, CSAs, department administrator, Examination Coordinator and SENCo discuss students from across the school. This way, information exchange within and outside of the department is timely and documentation is up-to-date
- Annually, the department meets to review processes and procedures with a view to evaluating provision for effectiveness under a number of headings. The SEN Academy committee member also feeds into this process and liaises with the full Academy committee. In addition, there is a robust Performance Management system in place which involves all members of the LSA team, including the SENCo.

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Section 3 - How Special Educational Needs works at Thornden

In the classroom

- We are an inclusive school and the vast majority of support for SEN students is delivered within lessons, where they follow the same curriculum as their year group
- Teachers use the range of SEN information provided to plan appropriate adaptations to class and home learning tasks and to seat and manage students in lessons
- The department ensures that SEN students have the necessary equipment to access lessons
- Where appropriate, adapted tasks are delivered
- LSAs work across the curriculum and support both named individuals and other students as directed by the teacher
- LSAs and teachers receive appropriate training on best SEN practice
- A Curriculum Support Assistants in Science provides some specialised student support within this department
- In some years, a small Social & Personal Development group provides an opportunity for a very small cohort to work on appropriate life-skills including
- Teachers report to the SENCos any concerns that arise with regards to unidentified SEN
- The SENCos, Heads of Year and parents are involved in discussions with regards to identifying SEN needs and provision

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Section 3 - How Special Educational Needs works at Thornden

Outside Curriculum Lessons

- Spelling and homework clubs are available for invited students
- 1:1 sessions for pre-teaching are sometimes available for selected students
- Some students will be identified to take part on our in-out reading intervention to support their reading skills
- Where necessary, specialist advice is sought to address newly identified needs
- LSAs mentor some individual students who may need emotional or organisational support and use their feedback to help keep staff informed about their opinions and personal challenges
- Emotional Literacy support is available to identified students for a set period of time
- The school nurse, Mrs Wendy Prince, can administer medicines and liaises with the parents/carers of students with medical needs; she can support students who need more complex arrangements around personal care in school
- We aim to be flexible in our approach to supporting students, providing items such as time-out cards
- A friendship room (The Hub) is available at break and lunchtime for invited students
- The Shed, a two room cabin is available as a quieter space for identified students
- In Year 9, identified students are tested to see if they qualify for examination concessions such as extra time, readers and scribes
- The school library has a range of texts aimed at students who have difficulty accessing age appropriate books
- Identified students will be invited to our sensory circuits provision
- Identified students will be invited to our social skills intervention
- The wellbeing den is available for all students to access as needed throughout the day

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Section 3 - How Special Educational Needs works at Thornden

Outside of Curriculum Lessons continued

Monitoring

- The progress students make in the reading intervention is monitored
- Detailed feedback on the school experience is sought from both students and parents
- At annual meetings, students' progress towards their outcomes will be reviewed and future outcomes will be agreed. A summary of outcomes are included in the student Profile, so all teachers are aware of the individual targets for EHCP students. In addition, within each subject area, specific, individual targets are provided to help students progress across each academic year and this is measured within curriculum subjects and reported via data drops
- We have an Academy committee member responsible for SEN, Mr Ben Chivers. The Academy Committee is updated on SEN matters and policies relating to the department are subject to their approval

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Section 4 - How parents/carers and students can be involved

- If you have any concerns about your child's SEN provision, please contact the SENCos - we want to work as a team with parents or carers to support all students with SEN
 - The department has an Administration Assistant, Mrs Kelly Maiden, and she will be a point of contact
 - If parents are unhappy with the provision made for their child, in the first instance they should contact Mrs Little or Mrs Roadnight, the SENCos.
 - If required, Mrs A Vickerage (Assistant Head), who line manages the department, can help resolve disputes
- Students can visit the SENCos, the Learning Support Coordinator, their mentor or any member of the team during the school day (at break or lunchtime) if they are having difficulties or want to talk through any concerns
- Student feedback is sought through various means (eg questionnaires, annual review feedback)
- If you are worried about individual subject areas, in the first instance, please contact your child's teacher
- Tutors and Heads of Year provide pastoral support. They regularly talk to students about their wellbeing and are happy to talk over any worries you have about how your child is coping in school
- If you think your child has undiagnosed needs, please contact the SENCo; for a formal diagnosis, you will be advised to contact your GP for a referral to an appropriate service
- Each year group has one Parents' Evening per year where you can talk to your child's subject teachers
- Parents are updated on progress through 3 reports a year
- Progress of all students is regularly monitored through the academic and pastoral systems
- If your child has an Education, Health and Care Plan, or a TPA, you will be informed of the date and time of the detailed annual meeting which will include a discussion to evaluate your child's support and detailed feedback from teaching and Learning Support staff
- The Learning Support department holds a weekly meeting to discuss SEN students and update staff on any parental concerns

Section 5: Glossary of Terms

Annual Review	The review of a statement of special educational needs
CAMHS	Child and adolescent mental health services- an NHS service
Curriculum Support Assistants	Specialist LSAs who work solely in a single department
Education, Health and Care Plan	An EHCP provides a detailed outline all the needs a child has in education, health and care. Professionals from each area, along with you, will agree desired outcomes and the EHCP will identify what is needed to achieve these.
Educational Psychologists	A person, with a degree in psychology, training and experience in teaching and a further degree in educational psychology
ELSA	Teaching assistants who have had special training from Educational Psychologists to support the emotional development of children in schools
Exam concession	Arrangements to allow students to access assessments such as readers, scribes or extra time
FEIPS	Framework for enhanced, individual pastoral support - a form of counselling
Hampshire guidelines	Criteria for placing students appropriately on the school's SEN register
Transition Partnership Agreement	The TPA aims to provide an alternative means of agreeing and monitoring support through the transition process – it is designed for students who do not have an EHCP
LSAs	Learning Support Assistants who work in the classroom with children
Occupational Therapy	A person who advises about aids and adaptations that may help your child
Outside agencies	Organisations from outside education who may support students such as CAMHS or Occupational Therapy
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
Senior Leadership Team	The senior managers of the school i.e.: The Headteacher, Deputy Heads and Assistant Heads
Specialist Advisory Teachers	Providers of specialist advice to schools for children with physical disabilities, visual impairment, hearing impairment and specific learning difficulties