



# Thomas Mills High School and Sixth Form

## SEND Information Report

September 2026

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| <b>Contact details:</b>                                                                                | <p>Head of Learning Support and SENDCo: Mrs C Chikhaoui</p> <p>Telephone number: 01728-723493</p> <p>Email: <a href="mailto:cchikhaoui@thomasmills.suffolk.sch.uk">cchikhaoui@thomasmills.suffolk.sch.uk</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>What are the admission arrangements of Thomas Mills High School?</b>                                | <p>Thomas Mills High School admits pupils in accordance with the school's published Admissions Policy.</p> <p>The school is committed to providing an inclusive education and welcomes applications from all pupils, including those with Special Educational Needs and Disabilities (SEND). Admissions are considered fairly and in line with the published oversubscription criteria, without discrimination on the grounds of special educational needs or disability.</p> <p>Where a child has an Education, Health and Care Plan (EHCP) that names Thomas Mills High School, the school will admit the pupil in accordance with the requirements of the Children and Families Act 2014.</p> <p>Prior to admission, the school works closely with parents/carers, primary schools, the Local Authority and any relevant professionals to gather information about a pupil's needs and to plan appropriate support. This helps to ensure a smooth transition and enables the school to make reasonable adjustments and put appropriate provision in place from the outset.</p> <p>The school does not give priority within its admissions arrangements solely on the basis of SEND. However, pupils with SEND are entitled to the same opportunity to apply for a place as all other applicants and will be supported to access a broad and balanced education once admitted.</p> |
| <b>What should I do if I think my child may have Special Educational Needs or Disabilities (SEND)?</b> | <p>At Thomas Mills, if parents suspect that their child may have special educational needs, or a disability, then contact the SENDCo or Head of Year.</p> <p>We will listen to your concerns, discuss the difficulties your child may be experiencing, and review any information available from teachers, previous schools, health professionals, or other agencies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                      | <p>Where appropriate, we may:</p> <ul style="list-style-type: none"> <li>• Carry out assessments and observations within school.</li> <li>• Gather views from your child, family and teaching staff.</li> <li>• Put additional support in place using a graduated approach of <i>Assess, Plan, Do, Review</i>.</li> <li>• Seek advice from external professionals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>How does the school know if children need additional support?</b> | <p>At Thomas Mills identification of pupils with SEND begins before transfer from primary school. There is good communication between the school and our 'feeder' primary schools, with a very effective transition programme.</p> <p>The Head of Year 7 and SENDCo liaise with primary schools to obtain as much information as possible about our new intake.</p> <p>Also valued is information given to us by parents/carers prior to the arrival of their children in Year 7. For example, reports, diagnosis information with recommendations and medical advice.</p> <p>Various base line testing is undertaken in the first term of Year 7.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>How will the school support my child?</b>                         | <p>In line with the <b>SEND Code of Practice (2015)</b>, the first level of support for all pupils is through high-quality teaching, often referred to as the school's Universal Offer. This means that teachers are expected to adapt their teaching so that all pupils can access learning and make progress.</p> <p>Thomas Mills is an inclusive school and believes that pupils make most progress when taught within the classroom by a subject teacher delivering high-quality teaching.</p> <p><b>Universal Offer (Ordinarily Available Provision)</b></p> <p>All pupils benefit from:</p> <ul style="list-style-type: none"> <li>• High-quality, inclusive teaching in the classroom.</li> <li>• Appropriate differentiation of learning activities.</li> <li>• Adapted teaching strategies and resources.</li> <li>• Regular assessment and monitoring of progress.</li> <li>• Positive behaviour support and clear routines.</li> <li>• Reasonable adjustments to help pupils access the curriculum and wider school life.</li> </ul> <p>Many pupils' needs can be successfully met through these universal strategies without requiring additional SEND provision.</p> <p>If a pupil continues to experience difficulties despite the Universal Offer, we will work with parents/carers and the young person to</p> |

identify their needs and provide additional support through SEND Support.

This may include:

- Additional interventions in literacy, numeracy, touch typing or social and emotional development.
- Small-group or individual support in class.
- Targeted strategies recommended by specialists.
- Individual targets and support plans.

Support is delivered through the Assess, Plan, Do, Review cycle, as outlined in the SEND Code of Practice:

1. Assess - the pupil's needs.
2. Plan - appropriate support and outcomes.
3. Do - put the support in place.
4. Review - its effectiveness and make changes where necessary.

Interventions are offered for a short period of time, and their effectiveness is evaluated by the SENDCo who works closely with the pupil's subject teachers to ensure learning is transferred to the classroom. In Years 7 - 8, great emphasis is placed on the improvement of pupils' basic literacy and numeracy skills.

### **Working with Families and Other Professionals**

Parents and carers will be involved at every stage. Where appropriate, the school may seek advice from external professionals, such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Specialist Teaching Services

### **Education, Health and Care Plans (EHCPs)**

For a small number of pupils whose needs are significant and complex, the school may work with parents and the Local Authority to request an Education, Health and Care (EHC) Needs Assessment.

Thomas Mills' aim is to be an inclusive school that ensures that every pupil receives the support they need to achieve their best, participate fully in school life, and prepare successfully for adulthood.

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| <p><b>How will the curriculum be matched to my child's needs?</b></p> | <p>At Thomas Mills all pupils, including those with Special Educational Needs and Disabilities (SEND), have access to a broad, balanced and ambitious mainstream curriculum. In line with the SEND Code of Practice (2015), our first response to meeting SEND is through high-quality, inclusive teaching, often referred to as our Universal Offer.</p> <p>In Key Stage 3 (Years 7 and 8) and Key Stage 4 (Years 9 to 11), pupils are taught mainly in mixed-ability classes, with grouping by ability in Mathematics and Science. This allows pupils to access an appropriate level of challenge whilst benefiting from learning alongside their peers.</p> <p>High-quality teaching is the first step in supporting pupils with SEND to achieve their potential. Teachers are trained to adapt and differentiate lessons to meet the needs of individual learners. As they get to know pupils' strengths, interests and areas of need, they make appropriate adjustments to teaching, learning activities, resources and outcomes to ensure pupils can access the curriculum and make progress.</p> <p>To support this, teachers and support staff have access to relevant information, including:</p> <ul style="list-style-type: none"> <li>• SEND and Additional Needs records.</li> <li>• Education, Health and Care Plans (EHCPs).</li> <li>• Information regarding examination access arrangements.</li> <li>• Lists of pupils with identified learning differences, such as dyslexia.</li> <li>• Guidance on specific SEND conditions and recommended classroom strategies.</li> <li>• Individual pupil profiles.</li> </ul> <p>Where appropriate, additional support may be provided through:</p> <ul style="list-style-type: none"> <li>• Adapted teaching approaches and resources.</li> <li>• Specialist equipment or assistive technology.</li> <li>• Support from Teaching Assistants.</li> <li>• Targeted interventions designed to address specific areas of need.</li> </ul> <p>For pupils with an identified history of need, assessments for <b>exam access arrangements</b> may be undertaken in accordance with national regulations. Arrangements such as extra time, a reader, rest breaks or the use of a word processor may be provided where appropriate. These arrangements are also used in class assessments and internal examinations, enabling pupils to become familiar with the support available to them.</p> |
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|                                                                                                       | Our aim is to ensure that every pupil can access the curriculum, participate fully in school life, and achieve the best possible outcomes regardless of their individual needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>How will I know how my child is doing and how will you help me to support my child's learning?</b> | <p>We believe that effective communication and partnership with parents and carers are essential in supporting pupils' progress and achievement.</p> <p>Parents and carers are kept informed of their child's progress through:</p> <ul style="list-style-type: none"> <li>• <b>Regular progress reports and annual reports</b>, providing information about attainment, effort and progress across the curriculum.</li> <li>• <b>Parents' evenings</b>, which offer opportunities to discuss progress, achievements and any areas where additional support may be beneficial.</li> <li>• <b>Direct communication with school staff</b>, including teachers, tutors, Heads of Year and the SENDCo, through meetings, telephone calls or email as required.</li> <li>• <b>Additional review meetings</b> for pupils receiving SEND Support or who have an Education, Health and Care Plan (EHCP), where provision, progress and outcomes are discussed and reviewed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
| <b>What support will there be for my child's overall wellbeing?</b>                                   | <p>At Thomas Mills, we recognise that a pupil's emotional wellbeing is fundamental to their success, confidence and ability to learn. We provide a range of support to help pupils feel safe, valued and included within the school community.</p> <ul style="list-style-type: none"> <li>• <b>Form Tutors</b> monitor pupils daily and are often the first point of contact for any concerns. They build strong relationships with pupils and provide ongoing pastoral support.</li> <li>• <b>Heads of Year</b> oversee the wellbeing and progress of pupils across their year group and may arrange additional pastoral support, including mentoring, where appropriate.</li> <li>• <b>Peer mentoring</b> is available through our trained Sixth Form student mentors. Some pupils find it helpful to talk with an older student who can offer guidance, encouragement and support from a young person's perspective.</li> </ul> <p>For pupils who may find the social aspects of secondary school challenging, we offer a range of supportive programmes, including:</p> <ul style="list-style-type: none"> <li>• <b>Talking Time</b>, a 1:1 provision led by experienced support staff, which provides opportunities to discuss personal issues, build confidence, communication skills and positive relationships.</li> </ul> |

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|                                                                                           | <ul style="list-style-type: none"> <li>• <b>The lunchtime W8 Club</b>, which offers a welcoming and supportive environment where pupils can eat lunch, socialise with peers and access advice and support from Learning Support staff or complete homework.</li> </ul> <p>Our Learning Support Department also includes a team of trained <b>Emotional Literacy Support Assistants (ELSAs)</b> who provide targeted support either individually or in small groups. ELSA interventions may focus on:</p> <ul style="list-style-type: none"> <li>• Understanding and managing emotions.</li> <li>• Building self-esteem and resilience.</li> <li>• Developing social and friendship skills.</li> <li>• Managing anxiety and anger.</li> <li>• Coping with change, loss and bereavement.</li> <li>• Promoting positive relationships and emotional wellbeing.</li> </ul> <p>The school also works closely with external services to provide additional support where needed. This may include:</p> <ul style="list-style-type: none"> <li>• Workshops and advice from the School Nursing Team, including support around anxiety and emotional wellbeing.</li> <li>• Referrals to counselling services where appropriate.</li> <li>• Liaison with specialist external agencies and mental health professionals when a pupil requires more intensive support.</li> </ul> <p>We also actively encourage pupils with SEND to participate fully in the wider life of the school. Opportunities such as joining the school choir, orchestra, clubs, sports teams, leadership roles and the School Council can help pupils develop confidence, independence, friendships and a strong sense of belonging within the school community.</p> |
| <b>What kinds of special educational needs are provided for at Thomas Mills?</b>          | <p>In helping pupils with SEND achieve at Thomas Mills, we have experience of working with pupils who have a range of difficulties, such as physical; speech, language and communication; sensory; literacy and numeracy; autistic spectrum condition; social emotional and mental health needs; dyscalculia and dyslexia. The school is used to working closely with advisory teachers and puts in place arrangements to enable these pupils to participate as fully as possible in the education and activities offered in the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>What specialist services and expertise are available at or accessed by the school?</b> | <ul style="list-style-type: none"> <li>• <b>Literacy and numeracy interventions</b>, including programmes designed to develop phonics, reading, writing and mathematical skills.</li> <li>• <b>Social, emotional and mental health support</b>, such as peer mentoring, counselling and mentoring programmes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                        | <ul style="list-style-type: none"> <li>• <b>Specialist learning support</b> delivered by appropriately trained staff, including follow-up support for pupils with dyslexia, dyscalculia and Autism Spectrum Condition (ASC).</li> <li>• <b>Physical and sensory support</b>, including the implementation of programmes designed by physiotherapists or occupational therapists where required.</li> </ul> <p>Where a pupil's needs require more specialised support, we work closely with a range of external professionals and agencies. These may include:</p> <ul style="list-style-type: none"> <li>• Specialist Education Services (SES): <ul style="list-style-type: none"> <li>○ Cognition and Learning</li> <li>○ Communication and Interaction</li> <li>○ Social, Emotional and Mental Health (SEMH)</li> <li>○ Sensory and Physical Needs</li> </ul> </li> <li>• Educational Psychology Service</li> <li>• Speech and Language Therapy Service</li> <li>• Occupational Therapy and Physiotherapy Services</li> <li>• Advisory Teachers for Visual Impairment and Hearing Impairment</li> <li>• Social Care Services, including support for Looked After Children</li> <li>• Early Help Services</li> <li>• Children and Young People's Services (CYPS)</li> <li>• Paediatricians and General Practitioners (GPs)</li> <li>• Suffolk Wellbeing Hub</li> <li>• Suffolk Young Carers</li> </ul> <p>The school recognises that a child's needs can extend beyond education. Where appropriate, we can make referrals for an <b>Early Help Assessment</b> to support families requiring additional assistance from services outside school. We may also work with other agencies through a <b>multi-agency approach</b> to ensure that pupils and families receive coordinated support. Where there are safeguarding concerns, appropriate referrals will be made in line with statutory guidance.</p> |
| <p><b>What training do staff supporting pupils with SEND have?</b></p> | <p>The Head of Learning Support/SENDCo holds the National Award for Special Educational Needs Coordination (NASENCO) and is a fully qualified experienced teacher. This combination of specialist SEND knowledge and extensive teaching experience helps to ensure that pupils receive high-quality, well-coordinated support across the school.</p> <p>Our Learning Support Assistants (LSAs) and Higher-Level Teaching Assistants (HLTAs) are highly experienced and play a key role in supporting pupils both in and out of the classroom. They have</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                                                                                  | <p>access to a programme of ongoing professional development, including in-house training and specialist courses designed to develop their expertise in supporting a wide range of additional needs.</p> <p>All staff receive regular safeguarding training and are committed to promoting the welfare, wellbeing and inclusion of all pupils. Where appropriate, staff access specialist training provided by Suffolk County Council and other professional services.</p> <p>The SENDCo maintains close communication with the Learning Support Team and is available to provide guidance and advice to staff regarding individual pupils and SEND provision. In addition, the Learning Support Team meets weekly to:</p> <ul style="list-style-type: none"> <li>• Share information about pupils' needs and progress.</li> <li>• Review support strategies and interventions.</li> <li>• Discuss current SEND guidance and best practice.</li> <li>• Undertake professional development and training activities.</li> </ul> |
| <b>How will my child be included in activities outside the classroom including school trips?</b> | <p>Pupils with SEND can take part in the full range of school activities, with reasonable adjustments being made if necessary. If an individual risk assessment is required, we complete this to ensure the safety of the pupil and of others. Parents are consulted when drawing up risk assessments, as necessary. Additional support is provided to help your child prepare for any activities out of the school routine.</p> <p>The school has a very good track record of encouraging pupils with SEND to participate in school drama productions, both onstage and backstage. Pupils with SEND are also actively involved in school sports teams, the library, and school clubs.</p>                                                                                                                                                                                                                                                                                                                                    |
| <b>How accessible is the school environment?</b>                                                 | <p>Most of the building is easily accessible by wheelchair, and there are disabled facilities: ramps, disabled toilets, a lift in the Sixth Form Centre and one giving access to main school first floor classrooms.</p> <p>Personal pagers which, through a warning vibration, alert pupils with a severe hearing impairment to a fire alarm, are available. The school can request suitable transport to enable pupils using wheelchairs to come to school and access school trips out. The school endeavours to make sure that not only the physical environment is accessible, but to also improve accessibility to the curriculum and to school information resources.</p> <p>This is achieved in a variety of ways, including the use of radio aids, enlarged ICT, colour background text, dyslexia friendly font, electronic reading pens, ICT and software support.</p>                                                                                                                                               |

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|                                                                                                          | <p>Recommendations for these are received from the Advisory Service. Pupils are encouraged to communicate with their teachers, Tutors, Heads of Year or the SENDCo in developing self-help skills and learning to use assistive technology. The Accessibility Plan is available on the school website, in the governors' section.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>How will Thomas Mills prepare and support my child to join the school?</b></p>                     | <p>The Head of Year 7 organises transition for primary school pupils, dedicating a great deal of time in the summer term every year to visiting primary schools and meeting prospective pupils. If a pupil has known SEND, communication is very good between staff in other schools. SENDCos will pass on information as soon as they are able to, either by telephone or through the child's school file, which 'follows' the pupil from school to school.</p> <p>Most importantly is getting to know individual pupils and emphasis is placed on inviting prospective pupils to the school and meeting staff, including teaching assistants. You are welcome to contact the school in advance of your child joining us.</p> <p>The SENDCo can arrange meetings and visits as soon as you feel it would be beneficial to do so. These usually follow the pattern of an initial meeting in school, then the SENDCo can visit your child at their Primary School. Finally, your child can come for a tour of the school, and then as many further visits as he/she feels they would like. If your child has an Education Health Care (EHC) plan, then the SENDCo is often asked to the Year 6 Annual Review to further support transition.</p> |
| <p><b>How will Thomas Mills prepare and support my child to transfer to a new school or college?</b></p> | <p>Transition to further education colleges is co-ordinated between Head of Year 11, Head of Careers, the SENDCo and support staff at colleges of further education. Transitional Reviews for those pupils who have an EHC Plan are held in Years 9 and 11.</p> <p>From Year 9, a 'Moving into Adulthood' profile is compiled by the SENDCo during meetings with your child. This gathers information about future career pathways, healthy lifestyles, and diet. The Early Help Team and the Children &amp; Young People's Service may be involved to complete a Learning Support Assessment to detail the type and amount of support required at college for many of our pupils with SEND. In addition, the SENDCo passes on details of any exam access arrangements in place.</p> <p>College visits are arranged if appropriate, and college staff visit and speak to pupils. The SENDCo has meetings with the Work Experience and Careers Co-ordinator to discuss the careers advice needs for pupils with SEND. Individual careers advice is also given to pupils with SEND; this commences in Year 8.</p>                                                                                                                                |

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| <b>How are the school's resources allocated and matched to children's special educational needs?</b> | <p>Funding is sourced from the school budget and also from High Needs Funding (for those children with greater needs).</p> <p>We allocate support according to need, such as those identified in an EHC Plan. The effectiveness of provision is monitored by the SENDCo and reported to the Head Teacher annually. The Head Teacher and Governors monitor the effectiveness of SEND provision.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>How is the decision made about what type and how much support my child will receive?</b>          | <p>Decisions are based on need, whether in terms of pastoral or academic support with due regard to the SEND Code of Practice 0-25 years (May 2015). The subject teachers and SENDCo will assess a pupil's needs, plan support provision (in consultation with parents), then put the intervention in place (which could be specialised advice or in-class differentiation). The intervention will then be evaluated as to its impact within the classroom.</p> <p>Assessments: A range of baseline tests and screening assessments are used. More individualised assessments in both literacy and numeracy are carried out if required. Data on levels, progress and support needs is gathered. Parents are also asked to comment on additional needs via admission forms and at parents' evenings.</p> <p>Provision for pupils with EHC plans will support the objectives and outcomes listed. Data on progress and attainment from their previous school is evaluated.</p> <p>If children are not making expected progress, teachers will discuss this with the SENDCo. The SENDCo will contact you in order to discuss possible interventions with both you and your child, then appropriate support will be considered.</p> |
| <b>How are parents involved in the school? How can I be involved?</b>                                | <p>Experience shows that pupils usually make most progress in school when school staff and parents have good communication and work together in the best interests of the child. The Governing body of the school includes parent governors, and parents are invited to join the 'Friends of the school'. Parents enjoy attending our annual Awards Evening, parents' evenings, and school productions. Parents can communicate with teachers, tutors or Heads of Year via the pupil's logbook.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Who can I contact for further information?</b>                                                    | <p>In the first instance, parents/carers are encouraged to talk to their child's Form Tutor. Parents are also asked to contact the Head of Year or SENDCo regarding any further concerns/questions. Details of named contacts for different years and subjects are available under Key Staff on the school website. For wider support Suffolk Parent Partnership can be contacted at <a href="http://www.suffolk.gov.uk/parentpartnership">www.suffolk.gov.uk/parentpartnership</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                          | <p>On the Suffolk Local Offer website, <a href="http://suffolklocaloffer.org.uk">Home - Suffolk SEND Local Offer (suffolklocaloffer.org.uk)</a> you can find out about a range of support available for children and young people with special educational needs or disabilities. Most children and young people (up to the age of 25) with SEND will have their support provided through services listed in the Local Offer. Many local organisations provide these services, which include education, health and social care. You can use the Local Offer to find:</p> <ul style="list-style-type: none"> <li>• Local schools and nurseries and read about the support they offer</li> <li>• Groups and clubs</li> <li>• Therapy and psychology services</li> <li>• Social work services</li> </ul> <p>Students and parents can also contact Suffolk SENDIASS. Suffolk SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential. They can help children, parents and young people take part in decisions that affect their lives.</p> <p>They offer information, advice and support to:</p> <p>Children and young people (up to 25 years) with SEND<br/>Parents and carers of children with SEND</p> <p><a href="#">Home - Suffolk SENDIASS</a></p> |
| <b>What if I have concerns about the SEND provision?</b> | <p>To raise a concern about SEND provision; in the first instance please contact the SENDCo. If the issue is unresolved the Head Teacher can be contacted. The governor with specific responsibility for SEND/Inclusion, may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general governors' complaints procedure.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| <b>Frequently asked questions from the point of view of a young person</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>How does Thomas Mills High School know if I need extra help?</b>        | <p>Your primary school will alert the SENDCo who will meet you in Year 6 to explain what you can expect at Thomas Mills, including the times of the school day and what equipment you will need to bring.</p> <p>In Year 7, you will take several tests to assess your abilities in various areas such as spelling or reading. The results will help us decide if you might benefit with some extra help either within your lessons, in</p> |

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|                                                                                   | <p>a small group or on a 1:1 basis. We are also looking at what your strengths are - which subjects do you think you will be good at? If you arrive in school after Year 7, we will check your reading and spelling to decide whether you need additional support in these areas.</p> <p>Your previous school will also discuss with us what type and level of support you might need. Before external exam time, you may be assessed for exams access arrangements - that is, having extra time in exams, for example. Evidence of a history of need, and that this is your normal way of working, will be required.</p>                                                                                                  |
| <b>What should I do if I think I need extra help or support?</b>                  | <p>If you are concerned about anything, talk to your parents and come and chat to your Form Tutor or the SENDCo. Sometimes you may feel more comfortable talking to a teaching assistant or someone your own age, a 'peer mentor' or buddy. All the Heads of Year at Thomas Mills are very approachable, and you can see them about any worries you may have.</p> <p>At lunchtimes we run homework/social clubs every day in Room W8 (a computer room). You can either eat your lunch whilst at the club, or have your lunch in the canteen, then come along to the club and make new friends as you get advice on any homework issues you may have. Sometimes teachers may come to the homework club and talk to you.</p> |
| <b>How will my work be organised so that I can cope and get it all done?</b>      | <p>Homework is gradually introduced, a few subjects at a time – you won't have any in the first week!</p> <p>You will have a logbook which will help you to plan your work, and you can get lots of advice on homework in the daily homework club.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>If I have additional needs, how can I be involved in planning my learning?</b> | <p>You can talk about what you would like to achieve, and we can discuss how you can achieve it. We also like to celebrate your achievements!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Who will tell me what I can do to help myself and be more independent?</b>     | <p>In high school, we like to encourage you to think and work more independently, so setting your own targets will help you do your best in school and recognise your strengths and weaknesses. You will be growing up and will learn a lot of skills from your friends. Teachers and teaching assistants will show you ways that you can work more independently so that you can become more confident. Your Form Tutor, Head of Year and SENDCo will all be happy to help.</p>                                                                                                                                                                                                                                           |

## Glossary of terms

SEND: Special Educational Needs and Disabilities.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of

compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Policy: Available on the School website in 'Governors and Members' section. This outlines the school's policy regarding equality of opportunity for pupils with SEN.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or pupils of the same age, which is designed to help children and young people with SEN or disabilities to access the school curriculum.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

SENDCo: Special Educational Needs Co-ordinator: A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the Headteacher or Deputy may take on this role. In high schools there is usually a Learning Support Department, with the Head of Learning Support/SENDCo reporting to the Head Teacher and the Deputy Headteacher (Pastoral).

TA: Teaching Assistant, a person employed by the school to provide support in the classroom or undertake specific intervention work with a child or group of children who have learning difficulties. They work under the direction of the SENDCo.

HLTA: Higher Level Teaching Assistant

Local Offer: From September 2014, local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain. Please refer to:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

Parent Partnership Services: Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Contact: 01473 265210 or by email to [parent.partnership@suffolk.gov.uk](mailto:parent.partnership@suffolk.gov.uk)

C Chikhaoui  
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