

# Special Educational Needs at Thorp Academy

Outcomes Focused, Child Centred

# NET Vision

We constantly focus on standards as we understand **outcomes are paramount**. Our decision making is driven entirely by what is **best for children**. By doing this **we enhance the life chances** of the children and young people in our care.

**Rob Tarn, CEO**

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# Meet the Team

Mr Tucker - Vice Principal, DSL and SENCO

Mr Kirkby– Associate Principal

Mr Martin - Inclusion Coordinator

Mrs Carrick - Inclusion Admin

Mrs Milton - Hub Manager

Miss Price - Teaching Assistant

Mrs Farooq- Teaching Assistant

Mrs Tully - Teaching Assistant

Mrs Petrie - Teaching Assistant

Miss Howdon - Teaching Assistant

Mrs Sharples - Teaching Assistant

Miss Cameron - Teaching Assistant

Mr Robson - Teaching Assistant

Mrs Burgess-Cann - Teaching Assistant

Miss Izuora - Teaching Assistant

Mrs Forster - Bridge Manager



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# SEND Headline overview of numbers

SEN Code	E	SEN K	Total
7	9	49	58
8	6	59	65
9	14	46	60
10	4	28	32
11	6	36	42
12	3	8	11
13	0	4	4
Total	<b>42</b>	<b>230</b>	<b>272</b>

There are a further 9 students joining Thorp in September 2025 with an EHCP with only 3 leaving Year 11.

# Provisions

Enhanced transition takes the form of additional transition day but also outreach work with primary schools to support students getting into Thorp.

There is an ARMS provision at Thorp that runs a Hub and Spoke model of support for the most vulnerable. This is lead by the HUB manager Mrs Milton

In addition to this we have a Bridge provision that supports some of the most vulnerable students with helping them re-engage back into lessons and school life

Targeted Reading Strategy

Deep Support Team - SENCo, Inclusion Coordinator, Vice Principal, HUB Manager, Bridge Manager, PLC Manager, PDC Manager and Learning Managers

Inclusion Meeting - Reasonable Adjustments



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# A whole school approach to supporting SEND students

- Student voice and actions from that
- Check in/mentoring system
- ILP creation and reviews
- TA support in lessons
- Literacy support and waves of intervention
- Bespoke staff training
- Exam access arrangements
- Positive praise culture
- Quality first teaching
- A dedicated SEND team, constantly working towards inclusion for all students

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# Example ILP

To the right is an example of an ILP that we use across our academy and that all teachers use to support your child and their lesson planning

SEND Individual Learning Plan - Confidential			
[Thorp Academy]			
Student name:		Date ILP Reviewed	Sept 2023
Year group	7 8 9 10 11	Pupil premium	Y N
SEND status	SEN K EHCP	Wave of Intervention	2
Area of Need	<input type="checkbox"/> Communication & Interaction <input checked="" type="checkbox"/> Cognition & Learning <input type="checkbox"/> Social, Emotional & Mental Health <input type="checkbox"/> Sensory & Physical	Current Interventions	
		Key Worker	Learning Manager Inclusion Coordinator SENDCO
Reading age Date of test		Access arrangements	
Reasonable Adjustments (ONLY agreed by Principal)		External agency support	HINT
Summary of SEND Need: XXXXXXXX works hard and wants to do well. However, she finds it hard to retain information which makes progress difficult. She is currently working below the expected level in all areas.			
Barrier to learning	Support strategies that must be used by classroom teachers		
Memory	<ul style="list-style-type: none"> <li>Repeat instructions regularly and check in with XXXXXXXX frequently</li> <li>Provide XXXXXXXX with a checklist if the task has numerous parts to it or it has been presented verbally.</li> <li>Be prepared to repeat questions</li> <li>Be prepared to help link topics to prior learning</li> </ul>		
Cognition	<ul style="list-style-type: none"> <li>Use of scaffolding, key word banks, sentence starters, highlighting, headings to structure writing</li> <li>Ensure reading age of text is appropriate</li> <li>Ask XXXXXXXX to repeat instructions back to check for understanding</li> </ul>		
Focus/attention	<ul style="list-style-type: none"> <li>Break down tasks/reading into small chunks</li> </ul>		
Organisation	<ul style="list-style-type: none"> <li>Check in with XXXXXXXX immediately after an instruction has been given, during the task and towards the end of the task</li> </ul>		
Processing	<ul style="list-style-type: none"> <li>Allow extra time from the first presentation of the task to process information</li> <li>Help her to highlight key information so she can recognise the salient points faster</li> <li>Allow extra time to re-read when completing comprehension tasks</li> </ul>		

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# Supporting mental health and well-being

Thorp Academy has a dedicated Safeguarding team to support the most vulnerable students. However safeguarding is everybody's responsibility in the academy.

Mr Tucker has completed the Senior Leader Mental Health Lead training. A Mental Health and Well-being action plan has been put in place to support both students and staff alike.

A decorative graphic consisting of a thick, curved purple line that starts from the bottom left, arches upwards towards the right, and then curves downwards towards the bottom right corner.

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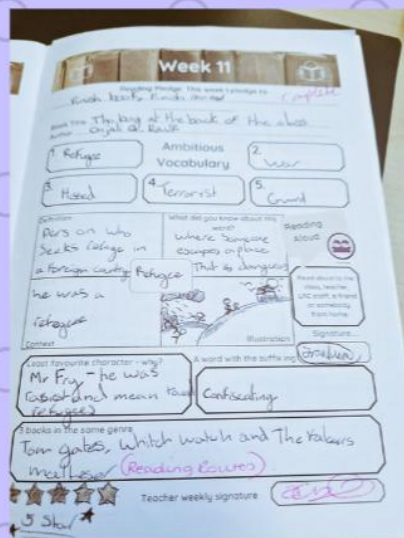


**For some of our SEND learners, their primary area of need is Social, Emotional and Mental Health. These are some of the provisions we are making to support our students:**

- Wellbeing snippets in tutor and assembly
- Trusted adults page in planners
- Collaboration with Children North East to run a wellbeing course for students
- A wealth of staff training to support students' mental health (Senior mental health lead, MHFA, wellbeing ambassadors, online mental health and safety)
- Wellbeing checks/ appointments with Mrs Brannan
- Check in calls / visits through the school day
- Mentoring

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# SEND LRC Activities



## Reading Routes



Where will  
reading take  
Term 2 you this  
term?





# SEND Reading Rewards





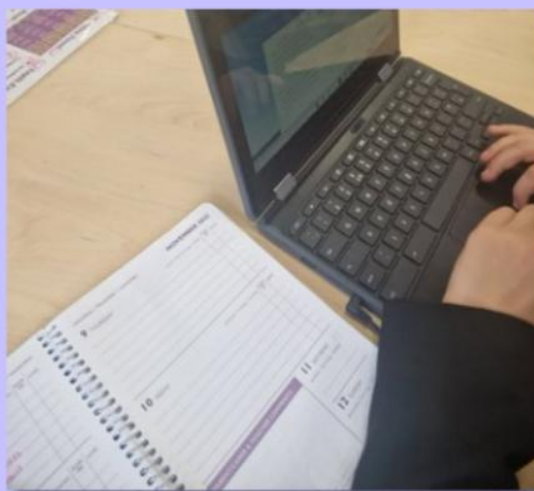
# SEND Intervention



LEAP/Moondog Phonics



TA DEAR Support



Reading Plus





# Thorp Academy Enrichment

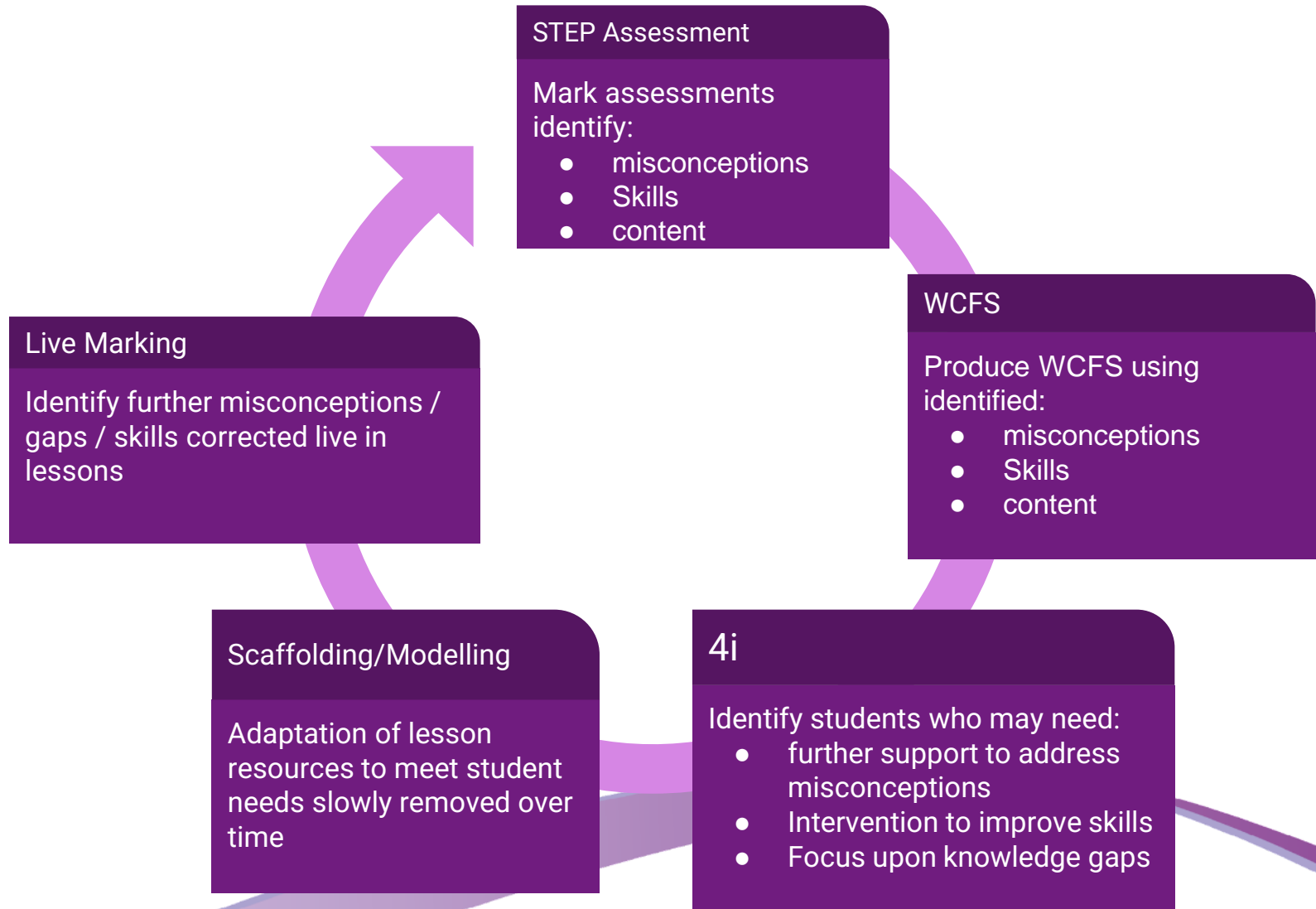
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Yr 7 Boys Football (Mr Crane)</p> <p>Key Stage 3 Girls Football (Miss Gallagher)</p> <p>All year groups Badminton (must sign up beforehand) - Sports Hall</p> <p>All year groups Thorp History Society - S57</p> <p>KS4 Health and Social Care support - S06 and S07 (Mrs Atkinson/Mrs Clark)</p> <p>KS4 and 5 Book Club- S60 meetings once a month.</p> <p>KS5 Law &amp; Sociology (two week rota)- AET Sixth Form</p> <p>Yr 10 GCSE French Miss Shaw S50</p> <p>Yr 7 Book Group (Lunchtime in LRC)</p> <p>Yr 8 Book Group (Lunchtime in LRC)</p> <p>All year groups Chess Club (After School in LRC)</p> <p>Yr 11 Maths</p> <p>KS3 Mandarin - After school in S52 - Miss Sowden</p> <p>All year groups Guitar and Ukulele- W50, Mr Bowman</p> <p>All year groups STEM Club (Miss Daintree/Dr Gupta) S89</p> <p>KS3 Robotics Club, S03, Mr Temple</p> <p>Yr 10 Computer Science</p>		<p>Yr 8 Boys Football (Mr Robinson)</p> <p>All year groups Gardening Club (Mr Davison)</p> <p>Yr 9 Boys Football (Mr Fernandez)</p> <p>Yr 7 Netball- Sports Hall (Miss Gallagher)</p> <p>Yr 10 Engineering Design (RWA) S06</p> <p>Yr 10 History</p> <p>Yr 10 Geography</p> <p>KS5 Maths support- L67</p> <p>KS3 Sparx Support- L61</p> <p>Yr 10 Hospitality Support - ZMC-W53</p> <p>Yr 10 GCSE Art - Art department SST,ERU,BLO</p> <p>Duke of Edinburgh Award - only for Yr 10 and Yr 11 students that are already enrolled on the award. S50 Miss Shaw</p> <p>All year groups Achievement Club (LRC)</p> <p>All year groups Cyber Club for Girls</p> <p>All year groups- rock and pop band W50, Mr Bowman</p> <p>Yr 10 Creative Media Students, Mr W54</p>	<p>Yr 10 Boys Football (Mr Fernandez)</p> <p>Yr 8/9/10 Netball- Sports Hall (Miss Coulson)</p> <p>Key Stage 3 Table Tennis- Green Sports Hall (Mr Crane and Miss Gallagher)</p> <p>All year groups dungeons and dragons club S81 (Ms Walsh)</p> <p>KS4 Sparx Support L54</p> <p>Yr 11 Hospitality Support- ZMC-W53</p> <p>Yr 11 GCSE French Miss Shaw S50</p> <p>All year groups - Languages Club S64 - Mr. Naughton</p> <p>Yr 11/10 Construction, S03, Mr Temple</p>	<p>Yr 11 GCSE Art Drop in Session - Art department SST,ERU,BLO</p> <p>Yr 11 History</p> <p>All year groups- chess/LEGO/Warhammer club (After school in LRC)</p>

Our enrichment clubs allow students to explore our curriculum on a deeper level, discover new skills, learn something they perhaps would never have the opportunity to. All SEND students in school have been invited to, and are encouraged to attend enrichment.

# Deep Learning: Quality First Teaching at Thorp Academy

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# Learning and Assessment Cycle



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# Teaching & Learning Routines:

Importance of **consistent, systematic** approach, students get the same **experience** in **EVERY** classroom- :

- One Foot in, One Foot out
- Hands up for Silence
- Track the Teacher
- Teacher Toolkit (time-phased learning/RNG)
- Applause
- Planner RAG
- PROUD
- Live marking - pink pen
- Collaborative Learning
- Literacy

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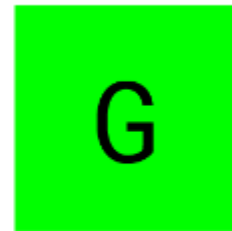


# Use of planners in every lesson:

Red - student is stuck

Amber - student is working

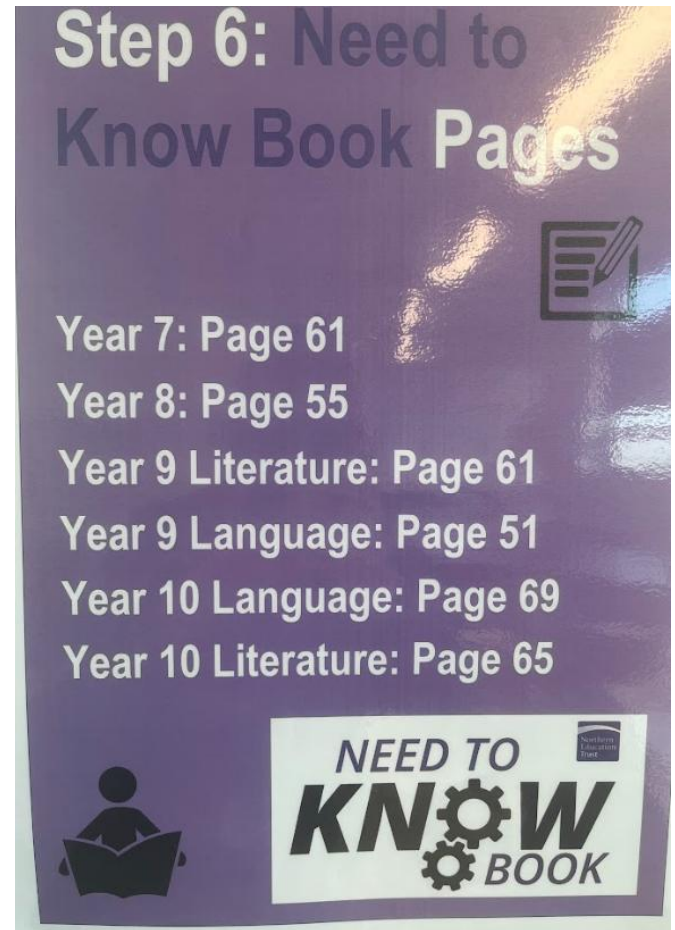
Green - student has finished and needs an extension task



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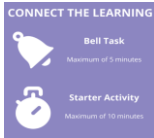

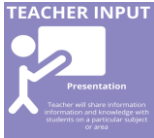



# Need to Know Books

- All students will have access to their Knowledge Retrieval Sheets (KRS) in their Need to Know Book (NTKB).
- This will form the basis of their home learning for each half-term.
- It is expected that students learn the knowledge on their Knowledge Retrieval Sheets off by heart in order to support their long-term memory.
- NTKB home learning **MUST** be copied into planners



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# The Learning Framework

	Learning Framework	
 <p><b>CONNECT THE LEARNING</b></p> <p><b>Bell Task</b> Maximum of 5 minutes</p> <p><b>Starter Activity</b> Maximum of 10 minutes</p>	Bell task -> retrieval practice	<p><b>Checking for understanding</b></p> <p><i>Questioning</i></p> <p><i>Verbal feedback</i></p> <p><i>Live marking</i></p> <p><i>Re-teaching concepts</i></p> <p><i>Literacy</i></p> <p><i>Collaborative learning</i></p> <p><i>Retrieval practice</i></p>
 <p><b>SHARING OF LEARNING OUTCOMES</b></p> <p><b>Aspire</b> Students will aspire to achieve a high level of learning outcomes by the end of the lesson.</p> <p><b>Challenge</b> Students will be challenged to achieve a high level of learning outcomes by the end of the lesson.</p>	<ul style="list-style-type: none"> <li>Aspire and challenge learning outcomes -&gt; derived from specification</li> <li>Lesson title is a learning question</li> <li>Curriculum links made explicit at the beginning of the lesson</li> </ul>	
 <p><b>TEACHER INPUT</b></p> <p><b>Presentation</b> Teacher will share information, information and knowledge with students on a particular subject or topic.</p>	Present new knowledge	
 <p><b>GUIDED PRACTICE</b></p> <p>Developing knowledge or skills through collaboration with peers or teacher led demonstration.</p>	Guided practice	
 <p><b>INDEPENDENT PRACTICE</b></p> <p>Students should spend this part of the lesson on an independent activity in order to develop their skills and knowledge.</p>	Independent practice	
 <p><b>PLENARY</b></p> <p>Ascertain if students have met learning outcomes and consolidate student learning.</p>	Plenary	<p><b>Outcomes Focused, C</b></p>