

Report audience: Local Governing Committee

Meeting date: March 2026

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Report purpose: Information

### 1. SCHOOL PROFILE

#### School context:

- School population has increased by approximately 30% since the last inspection.
- Significant increase in SEND, PP & LAC population since last inspection; the number of SEND students has tripled.
- 25% of students have SEND.
- The school is not yet full in different year groups, resulting in many in-year admissions. Typically, 20% of Year 11 joined after Year 7, significantly impacting the culture of year groups.
- TGS has four students under the specialist ASD. The ASD unit is under a phased closure. Due to the history and experience linked to ASD, TGS attracts a high number of students with the condition or those on the waiting list for a CAMHS assessment.

#### March 2026

Whole school		TOTAL SEND	EHCP	% of students with SEND	SEND + PP	% of students with SEND & PP	% of students with an EHCP
Year 7	119	31	5	26.0%	13	11%	4.2%
Year 8	158	46	5	29.1%	14	9%	3.2%
Year 9	140	41	7	29.2%	15	11%	5.0%
Year 10	149	46	8	31.5%	17	11%	5.4%
Year 11	134	35	4	26.1%	13	10%	3.0%
Sixth form	101	16	2	15.8%	3	3%	2.0%
<b>Total</b>	<b>801</b>	<b>215</b>	<b>31</b>	<b>26.8%</b>	<b>75</b>	<b>9%</b>	<b>3.9%</b>

#### Trends:

- 2024 total of 194 students on SEND register
- 2025 total of 201 students on SEND register
- 2026 total of 215 students on SEND register
- This means that we have surpassed 25%, TGS now sits at 26.8% of the student population on the SEND register
- From last year the % on an EHCP has risen from 3.5% to 3.9%
- Largest category of need is communication and interaction with 39% of SEND students falling into this category, reflecting the local and national picture. SEMH is the next largest category of need with 32% of SEND students falling into this category of need.
- Many pupils on pathway have ASD/ADHD

## 1. SCHOOL PROFILE

- Number of EHCPs in Years 9 & 10 are in line with national average.

Broad Areas of Need		Year 7	Year 8	Year 9	Year 10	Year 11	6th Form	Total	% of SEND
C & I	Communication & Interaction	19	18	12	22	13	11	84	39%
C & L	Cognition & Learning	8	16	15	9	9	0	57	27%
SEMH	Social, emotional & mental health difficulties	3	11	27	13	12	3	69	32%
S/PN	Sensory and/or physical needs	1	1	1	1	0	1	5	2%
Total number of students		31	46	55	45	34	15	215	100%

As a result, the focus includes:

- Consistency across classes using the universal offer – Rosenshine’s Principles 2,4,6,8 & 3
- Raising literacy levels
- ELSA & Emotional Health Support
- Year 7 Nurture class + transition programme
- Supporting students with ASD – interaction and communication.
- Continued CPD of staff, understanding of ASD & ADHD.
- Maintaining the increased number of PE lessons, participation in Duke of Edinburgh – catering for SEMH/ADHD + Well School
- Effective deployment of resources
- Proactive communication with parents – via the SEND Pledge (see appendix 1)

TGS, Local & National Profile:

	All SEND	EHCP	SENS
TGS 25 -26	26.9 %	3.9%	23.0%
TGS 24-25	24.5%	3.3%	21.2%
West Berkshire 24-25	18.7%		
England 24-25	19.5%	5.3%	14.2%
West Berkshire 23-24	19%	5.2%	13.8%
England 23-24	18.1%	4.7%	13.3%

## 2. IDENTIFYING PUPILS WITH SEND

Concerns regarding the progress of students with special educational needs are raised in a number of different formats:

- Information received from transition into Year 7 or on admission from another school.
- Information shared in meetings with parents, often identify patterns of behaviour. Students and families are contacted individually by the SEND team to begin constructing a picture of need.
- Staff such as the SENDCo, Inclusion Manager, tutors, Heads of Year and teachers can raise concerns through an early referral triage form. The form allows staff to flag students who may have additional needs that were not identified during admissions or by previous schools. Once submitted online,

## 2. IDENTIFYING PUPILS WITH SEND

each referral is discussed in the Pastoral Leadership Team meeting, where the Head of Year leads contact with parents. Students are then added to an early identification list, and an agreed action is set. The outcome is shared with both the staff member who raised the concern and the student's parents.

- Further cross-school testing will be used to make sure that no student is ever disadvantaged. This is completed in a variety of ways:
  - Diagnostic tests – Salford reading and comprehension assessment, Basic understanding of number test, STAR reading assessments
  - PAGES – online assessments which can be completed for different needs
  - Observation of student in class
  - Work in books
  - Pastoral support plans in conjunction with Heads of Year
  - Conversations with student and parents
- As we get to know the students, the information is updated, and this will then form the working SEND Register. Parents/Guardians and students will have the option available to them for ongoing consultation via provision map to establish support needs, and this will be considered in balance with professional reports and information available. This information is recorded on PAGES which constructs a Support and Achievement Plan. This is shared with parents and teaching staff and is co-constructed with the student.

### **What happens once a child is identified?**

Based on child SEND need, several options are discussed with the SEND team and pastoral team. Options include, but not limited to, further assessment, pastoral support intervention or referral to external agencies such as CAMHS, the school nurse and the Emotional Health Academy. It must be recognized that most students SEND needs can be met through reasonable adjustments through the class teacher and quality first teaching.

At TGS we use Rosenshine's principles to underpin all our teaching and learning. These principles support the progress of all students and are therefore not unique to a student with SEND. Some are, however, more pertinent to those with additional needs such as principle 2, new materials in small steps; principle 4, provide models; principle 6, check understanding and principle 8, scaffolds for difficult tasks alongside principle 3, effective questioning.

Each learning plan will be created to support specific needs of an individual student on the SEND register, irrespective of whether they have an EHCP or not. The strategies indicated on the learning plan will be those that cannot be met by universal provisions, this is provision that is ordinarily available to all students via the Rosenshine Principles.

For those students who require extra support it is important that each individual student's needs are considered. Access to additional support is identified through a range of data tracking, formal assessments and teacher referrals. Additional academic support can be provided through a variety of small group and 1:1 sessions that use a range of successful programmes to address the students' needs. Support is personalised to meet each student's individual needs and may include but is not limited to the provision and interventions listed below:

### **Key Stage 3**

- Homework Club
- Year 7 Nurture Class
- In class support: either 1:1 or small group support as appropriate
- 1:1 or small group lessons: These sessions are individual to each student's needs, and can be used for a range of purposes such as: targeted support for a specific subject, study skills, etc.
- Emotional health support

## 2. IDENTIFYING PUPILS WITH SEND

- 1:1 or small group Mentoring
- Social skills Groups
- Time to Talk Groups
- Drama communication sessions
- Lexia Literacy
- Art & Social skills
- Sixth Form paired reading scheme (Buddy Reading)
- Support for students who are identified as EBSA
- Inclusion area for support break and lunch times
- Sixth form paired Maths scheme
- Check-ins
- ELSA (a trained school-based support assistant who works with children and young people to help them develop emotional literacy, understand and manage their feelings, improve social skills, and build confidence)
- Rushall Farm - aimed at KS3 students who are struggling in a classroom setting, whether this is due to learning difficulties, anxiety/lack of confidence, behavioural issues etc or due to difficult situations at home.

### Key Stages 4 and 5:

- 1:1 or small group lessons: These sessions are individual to each student's needs, and can be used for a range of purposes such as: targeted support for a specific subject, study skills, literacy support, etc.
- Mentoring: Pupils will have regular mentoring sessions where they will participate in targeted support
- In class support: 1:1 or small group support can be given in class to support specific difficulties students may have.
- Exam access arrangements: following formal assessment that determines if a student meets the criteria to receive additional support in controlled assessments and exams this follows the JCQ guidelines in regard to normal way of working.
- Emotional Health Practitioner 1-1 sessions
- ASD Resource: places allocated by SEND Panel (Currently under consultation)
- Sports gym sessions
- Time to Talk
- Inclusion Cuisine
- Art group
- ASD unit for break times
- ASDAN – (accredited curriculum programmes and regulated qualifications designed to help learners develop personal, social and employability skills, especially those who face barriers in traditional education)
- Inclusion clubs
- Early careers support
- Lexia literacy sessions
- ASDAN course – an option for KS4 students

A request for a needs assessment will be considered following a graduated approach.

### 3. PROGRESS MADE BY PUPILS WITH SEND

#### Headline results 2025 GCSE: 4+ % inc Maths & Eng- 3 year trend- SEND – 5+ in brackets

	Result 25	National 25	TGS 24	National 24	TGS 23	National 23
Total students SEND (EHCP)	31 (5)		20 (6)		11 (3)	
Boys	23					
Girls	8					
E	60% (40%)	6.9%	0% (0%)	6.5%	0% (0%)	6.2%
K	34.62% (19.2%)	27.4%	28.6% (7.1%)	26.8%	37.5% (25%)	26.1%
All SEND	38.7%	22.5%	20%	21.9%	27.2%	21.3%
Att 8 score for SEND cohort	34.74	22.5	27.38%	22.1	26.86	21.7

- Above national average attendance for EHCP students.
- Positive GCSE results for SEND students.
- Increase in students with SEND attending sixth form

#### Actions taken in 2024/2025 to support progress:

- Access arrangements – to ensure that students have practice on how to use their arrangements e.g. touch typing practice for those with a laptop.
- Data reviews – regular termly meetings to focus on how students are progressing. Deputy Head & Assistant Head.
- Earlier interventions by departments as well as Inclusion with SEND students.
- Increased parental meetings with a focus on raising achievement and expectations.
- Departments to have robust SEND segments within department meetings.
- Pre and post profiles are being developed to assess the impact of interventions in a more quantitative way.
- Key stage 2 SATs are being reviewed for each cohort that has data to enable clearer tracking of progress.
- Individual meetings with EHCP students prior to mock examinations to talk through the process.
- Mid-year meetings for those with EHCPs to check progress and provision.
- SEND Pledge – improved communication between parents and school introduced in summer 2025. Tracker to monitor and increase checks with parents regarding their son/daughter who is on the SEND register.
- HODS – focus on data, comparing how students are doing across subjects raised expectations and asked questions.
- Yr 11 Steps to Success reviews – students felt invested, listened to.
- Year 11 Support Programme – Empowering Success
- Our current Year 11 Support Programme has provided tailored, holistic support to ensure students were fully prepared to sit their GCSE exams with confidence, assurance, and a positive outlook. The programme included:
  - Touch typing sessions to support those with laptops
  - Stress-busting techniques to manage exam anxiety
  - Targeted revision strategies to build effective study habits
  - Focused English Language small group sessions to strengthen core skills
  - 1:1 mentoring to provide emotional and academic guidance

### 3. PROGRESS MADE BY PUPILS WITH SEND

- Each student followed a bespoke programme designed around their individual needs, strengths, and aspirations.
- SEND & PP students discussed at all department meetings.
- SEND & PP students – our why & personalised updates shared in briefings to staff

### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

How the school is targeting support for pupils with SEND

- Deployment of learning mentors
- Focused interventions
- Social skills
- Lexia
- Emotional health practitioner
- Alternative curriculum
- Personalized timetable
- Drama communication group
- Break & lunch time club – board games
- Inclusion manager
- ASD advisory teacher
- School nurse
- Occupational therapist
- PACE – vulnerable students, support for LAC.
- ASDAN – option course for KS4 – new for 24/25
- Careers support, post 16 options
- Departments have a SEND champion
- Information updates in staff bulletin
- Updates and links in parent bulletin
- Graduated approach used by pastoral team

#### **Implementing cycles of the graduated approach**

We will follow the 'graduated approach' to meeting SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

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This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. Student voice is being collated. We have introduced student voice pre + post intervention in order to assess the impact in a qualitative manner to help support quantitative data.

In addition to the Salford data & that from the Basic Number Screening test is being used alongside data from departments, a working memory screening assessment is being used to help inform on cognition and learning levels.

### Statutory assessments

Two EHCP needs assessments that were applied for last year have been granted.

Four parent led needs assessments have been refused by the Local Authority.

One parent led needs assessments, which was supported by the school, has been successful.

Two needs assessments are still with the Local Authority.

One parent led needs assessment is going to mediation with the Local Authority.

The school continues to use its triage system, which provides a clear communication channel for staff to raise concerns. The format is robust in asking for an account of what has been tried and demonstrates effectiveness by the class teacher. Ongoing or heightened concerns are logged. Triage meetings are held once a fortnight where the forms are reviewed and decisions as to how to proceed are taken. This is a cross-school approach with a member of the safeguarding team/student engagement and the SEND team coming together. It enables efficient use of resources.

At KS schemes of work have been embedded to enable greater progress for SEND students being delivered to the weakest students in Maths and English – White Rose Maths Support curriculum and Hackney Literature. This has been done alongside considered identification of students, additional training and deployment of learning mentors to support. Phonics training and a new programme for identified students has taken place.

**Nurture Group Report – Paul Tatum**

**Rationale**

The Nurture Group has been created to lengthen the transition for some pupils from primary school to secondary. The move between these two phases is, for some, significant, and anecdotal data and observations would suggest that for students who do struggle there is a profound impact, not only in Year 7. The purpose of the group is simple, to try and ensure an effective introduction into secondary school to best allow them to make the progress they are capable of across KS3 and KS4.

Last year’s cohort (2024/25) have made a successful transition into mainstream classes. Parents and students feedback referenced that students had been well supported in this transition through the programme that was put in place in the summer term of 2025.

As last year, students were targeted to join the group for several different reasons. Some students struggled with the pace of learning at primary school and joined Theale Green School in Year 7, several years behind their peers. For these children, the KS2 curriculum will have moved too quickly and for certain subjects the scaffolding they rely on will be weak or non-existent. Other students were selected for SEMH needs and it was perceived that they would either struggle with the hustle-bustle of secondary, the range of different across the day, that they would get ‘lost’ in a standard curriculum class or a combination of any of these. Other students have joined us with specific identified needs which has impacted their progress across KS2.

**Cohort Breakdown**

This year, the nurture class started with 21 students, again the needs of the students varied some having multiple needs. Significantly, 5 students have EHCPs and a further three are having observations and work collated to present a needs assessment for an EHCP as they are working significantly behind their peers.

Need	Number of students 2024-25 (Last year’s nurture class)	Number of students 2025 -26 (Current nurture class)
Dyslexia	6	2
Speech and language	0	1
ADHD	8	2
ASD	6	5
SEMH	6	1
EHCP	2	5
EAL	0	2
Moderate learning difficulties	0	3

This year we have seen two students settle very well after initial concerns in relation to the secondary school experience. With growth in confidence and building of trust in adults and friendships with peers we had meetings with parents to consider them moving into the main cohort. One student, who is from Portugal with a very limited understanding of English has opted to stay in the nurture class and the second student the other has moved out.

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

We have also had two students join the class, one from the main cohort and the other as an in year admission EAL student with no English on arrival.

##### **Provision**

Given the diverse needs of the class but the fact that they will return to the standard cohort in Year 8, the intention for most of the curriculum learning is to ensure that key points are covered but lessons are delivered at a suitable pace and with a suitable level of challenge. The whole groups is supported in the following ways:

- Simple, accessible DNA activities
- Use of visual modelling and scaffolding for tasks
- Use of mini-whiteboards and randomiser to ensure student participation
- Multiple shorter tasks within lessons
- Working at a pace that suits the needs of the groups
- Over-learning important concepts
- Targeted open and closed questions
- Challenges available for confident students
- Regular check-ins

Some of the group require more support than others, for these, this extra provision is provided:

- Writing and reading support
- Regular 1-1 support via specific modelling, discussion and further explanation
- Writing given answer for learners to copy into books
- Different tasks provided to ensure access to learning

##### **Update**

While secondary data points are not yet available to allow a thorough analysis in any area other than reading, examination of classroom behaviours, learning ability, willingness to contribute and confidence are generally all positive for the whole cohort. All of the students will involve themselves in whole class conversation. The independence in the class is still a concern – some students appeared dependent on support at the beginning of the year as a number had a 1-1 at primary. The focus for terms 4, 5 and 6 is to push greater independent learning, more active learning this will primarily be done using mini whiteboards which have been introduced in terms 2 & 3 to check for understanding, taking away the opt out. This is in line with the schools focus on pedagogy and formative assessment for learning.

##### **Data**

Learning from last year, the class now has assessment points using the Salford Reading and the Pupil Understanding of Maths Assessment (PUMA) at December, April and June which will track progress more clearly. We have also used the baseline information of their KS2 data plus an early example of independent writing. It is evident that the class have a wider range in their attainment and level of understanding than last year's nurture group.

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##### Data

Reading Age Data			Maths Data		
SATs - Reading	Star Reader (9/25)	Star Reader (1/26)	SATs - Maths	PUMA maths (9/25)	PUMA maths (01/26)
N/A		N/A	N/A	N/A	8y 4m
92	8y 1m	8y 8m	91	10y 6m	N/A
92	8y 7m	8y 2m	91	6y 8m	7y 2m
97	8y 11m	8y 2m	94	9y 7m	10y 1m
N/A	6y 7m (Salford)	10y 7m	94	10y 8m	10y 10m
97	9y 2m	7y 10m	99	9y 2m	N/A
82	7y 6m	7y 11m	82	8y 2m	7y 9m
82	9y 10m	10y 7m	82	9y 5m	10y 1m
82	8y	7y 11m	82	8y 2m	8y 2m
82	8y 6m	8y 3m	82	9y 5m	10y 1m
102	8y 9m	7y 11m	82	8y 9m	8y 7m
102	11y 3m	11y 3m	82	8y 4m	8y 4m
89	7y 5m	11y 3m	82	8y 7m	10y 10m
97	10y 3m	10y 6m	82	9y 2m	9y
89	9y 2m	9y 7m	99	10y 4m	N/A
95	8y 2m	7y 6m	94	7y 1m	7y 5m
95	10y 3	10y 6m	96	8y 1m	10y 4m
95	8y 4m	8y 4m	99	8y 1m	8y 2m
86	8y	10y	80	6y 7m	
EHE	N/A	11y 4m	EHE	N/A	11y 8m

#### Nurture Class Action Plan for English and Mathematics for term 4,5 & 6.

##### English

##### 1. Curriculum Pacing and Skill Development

Adjust the pace of the English curriculum to allow students more time to engage with core skills.

Provide opportunities for students to read and write using the same or similar texts to build independence, confidence, and familiarity with key concepts.

##### 2. Reading Expectations and Routines

Reinforce clear expectations during shared reading: students will follow the text while the teacher reads aloud.

Regularly monitor and prompt engagement to ensure all students are actively reading.

##### 3. Reading Records and Accountability

Implement the use of reading records, or utilise the diaries issued by tutors, to track independent reading.

Review these routinely to encourage consistency and promote reading habits.

##### 4. Lexia Engagement Strategy

Increase participation in Lexia through a reward-based prize draw running from now until the end of the Easter holidays.

Promote the initiative across lessons and celebrate student progress frequently.

### **Mathematics**

#### **1. Structured Work Presentation**

Introduce page margins or question margins to guide students' written responses and create clearer structure.

Reinforce this expectation consistently to support students in working towards more organised and complete work.

#### **2. Scaffolding for Success**

Add written scaffolding directly onto worksheets to support students' understanding and help them access tasks more independently.

#### **3. Positive Reinforcement**

Greater use of House Points as a reward for meeting work expectations, demonstrating effort, and completing tasks.

#### **4. Behaviour for Learning Consistency**

Apply C1 sanctions more consistently for lack of effort or refusal to engage in learning.

Focus behaviour conversations on effort, ensuring students understand expectations and the link between effort and progress.

### **Stakeholder feedback**

All of the outgoing nurture class parents were contacted during term 1 or 2 in the autumn to check that the transition into fully mainstream classes had gone well. Parents were positive, feeling that their child had been well prepared in the summer term.

New parents have all been met with on more than one occasion and are positive about the experience that their child is having. Multiple parents have expressed their gratitude and thanks for the support that their child is receiving.

### **ASDAN Report**

The Personal Development Programmes within ASDAN can structure and reward the different activities completed in and out of school. They provide opportunities for students to develop their personal, social and work-related skills.

The aim of the Personal Development Programmes is to enable students to:

- Recognise their own personal qualities and abilities
- Choose what topics they would like to learn about
- Explore new activities and become more confident in trying new things
- Develop skills that will assist in day to day life when they start work and live independently

The current Year 11 ASDAN students are about to have their work moderated.

We have a cohort of 12 students in the current Year 10 group.

It has been evident that the programme is effective for some but not others, this appears to be for a number of reasons. The impact of absence – some students have dropped below 80%, some are EBSA. The units of work are not areas of interest to some of the students.

As an alternative we are looking at AQA Unit Awards, which offer much greater flexibility as well as more instant reward which would be beneficial. The small steps of progression would be much more evident. This

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will also allow greater flexibility around assessment points to enable further revision techniques to be implemented and embedded.

### **Emotional Support & Well being**

#### **Rushall Farm**

Since September '25, we have taken a total of 20 students to Rushall Farm as part of their alternative provision programme. These students were chosen because they struggled within the mainstream school environment, whether due to anxiety, social communication difficulties, low confidence, or challenges with attendance and engagement. Rushall Farm has provided a calm, structured, and therapeutic environment that has made a noticeable difference to their wellbeing and behaviour.

Rushall Farm's educational setup is designed to support a wide range of learners, including those with additional needs, offering hands on learning across farming, woodland, and river environments. This aligns extremely well with the needs of our students who benefit from outdoor, experiential, low pressure environments.

Several students who have poor school attendance have consistently attended on days scheduled for Rushall Farm. This has not only helped stabilise their weekly attendance but has also improved their sense of routine and responsibility.

Last year's most notable success was regarding a Year 8 student who was unable to attend school due to her complex needs (ASD and anxiety). The student was a selective mute, even at home. At Rushall Farm, the student became so trusting and calm within the environment that they would communicate with Mrs Boardman. The student has now moved on to a specialist placement.

#### **Emotional and Physical Health Sessions**

Since September 2025, the EPH has worked with 24 different students and have conducted 108 sessions by Toni Boardman. Out of those 24 students, 62.5% of these students are disadvantaged, this is 15 out of the 24 students.

14 out of those 24 students are SEND, 58.3%. This year two LAC students are having regular sessions. Going forward, all LAC students will either meet with the EPH or ELSA for meetings every week, or two weeks to ensure connection and be a point for early intervention.

As part of our Inclusion and Wellbeing provision, targeted emotional and physical health interventions have been designed to support students who struggle with anxiety, self-regulation, low self-esteem, and general well-being. Many of these young people experience challenges that affect their ability to fully engage in lessons, manage their emotions, or attend school consistently.

Over time, we have seen how these interventions have provided a safe, supportive space for students to express themselves, learn coping strategies, and build confidence in their own abilities.

These interventions have helped students form a positive, trusting relationship with a key adult. This has been especially important for students who find it hard to connect with staff in a busy classroom environment.

Several students now seek out Toni Boardman when they are struggling and feel confident enough to share worries that they previously kept to themselves. This relationship has often been the turning point in supporting their wider engagement in school.

One student who was rarely coming into school and not attending lessons, has now, following sessions, is now in school full time and is currently attending around 70% of lessons.

#### **Rise & Regulate Sessions**

5 students, all SEND boys, 3 of whom are PP and 1 LAC.

These students were identified due to difficulties with social interaction, emotional regulation, confidence, and navigating relationships with peers. One-hour weekly session over the course of seven weeks.

The intervention was delivered in a structured, predictable, low-pressure setting, focusing on helping the boys understand their emotions, regulate their responses, and work more positively with one another. The impact

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has been positive with fewer negative behaviour points being awarded to those students plus a noticeable positive engagement with peers.

##### **SEND advocate year 11**

Since November 2025, 25 of our Year 11 SEND or disadvantaged students have been able to go and speak to Toni Boardman on a Friday afternoon if they have any concerns or worries. Students have increasingly sought out Mrs Boardman directly for support, reassurance, and guidance, often initiating contact themselves when they feel overwhelmed.

The time allocated to this advocacy as involved helping students navigate their worries, preparing them emotionally for exams, liaising closely with parents, and ensuring each young person feels listened to, valued, and supported during what can be an extremely challenging time.

##### **Lexia Report:**

Lexia® PowerUp Literacy™ is an online Literacy programme designed to help students in Years 7 and above become proficient readers, confident learners and GCSE-ready. PowerUp Literacy™ primarily targets Key Stage 3 pupils by supporting basic reading, academic vocabulary and the comprehension skills necessary to fully access and engage in the secondary curriculum.

The learning can be done independently, at home and in school, and provides a fun and interactive way of developing essential Literacy skills. In school, Higher Level Learning Mentors take students out of lessons in small groups twice a week to do Lexia. The HLLM's assist students by monitoring progress, rewarding achievements and providing support where necessary. Students who make regular use of the programme become more confident in their Literacy across all subject areas.

##### **Theale Green School won the Lexia Star School Award in the UK for June 2024, for exemplifying best practise.**

We focus on our weakest students who are working well below their expected reading ages. Many are SEN and Pupil Premium students, as well as some EAL students.

<b><u>Statistics:</u></b> (Term 4 February 2025)	<b><u>Statistics:</u></b> (Spring term February 2026)
72 students are currently taking part in the Lexia provision (at capacity).	67 students are currently taking part in the Lexia provision.
44 students are SEN (61%)	48 students are SEN (72%)
25 students are Pupil Premium (35%)	31 students are Pupil Premium (46%)
8 students are EAL (11%)	6 students are EAL (9%)

NB: some students fall into more than one category

Year group numbers March 2025	Year group numbers March 2026
Year 7- 35 students	Year 7- 26 students
Year 8 – 19 students	Year 8 – 25 students
Year 9 – 16 students	Year 9 – 13 students
Year 10 – 2 students	Year 10 – 4 students

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Competitions are run to encourage engagement: such as year group leader boards for the number of units completed each half term, superstar display board for high correct answer streaks, loyalty stamp cards for attending sessions (10 stamps = a small prize) and a summer holiday competition. Rewards include names on the Lexia display board, house points, Headteacher awards, emails home, certificates and small prizes.

Many of our students are making noticeable progress.

Please see our Lexia skills status report attached for each of the 3 learning strands which are:

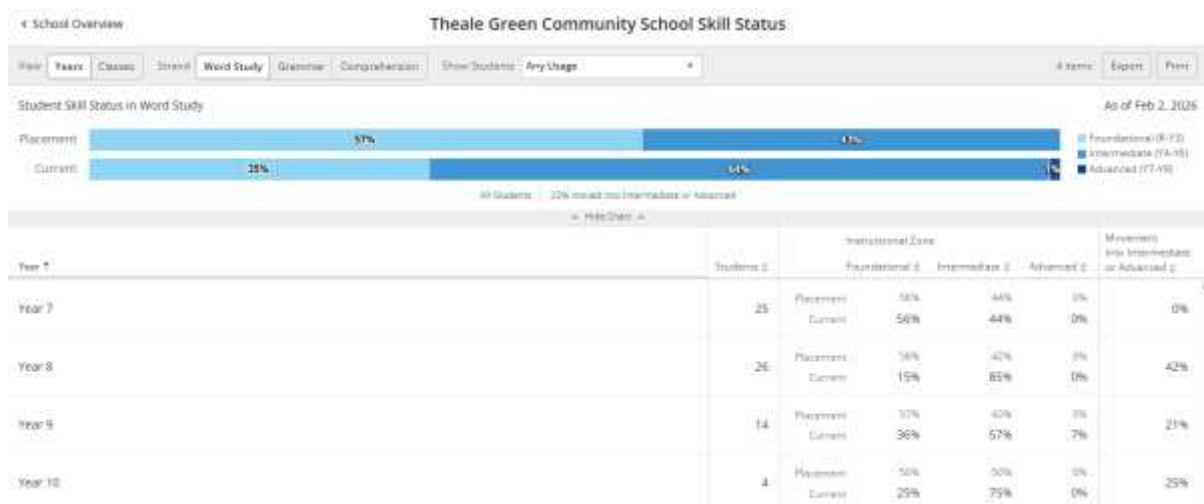
- Word Study (reading/spelling)
- Grammar
- Comprehension

When students move from foundation to intermediate, or intermediate to advanced, they will have increased their knowledge and Literacy skills by 1-3 years depending on their initial placement. Most notable is the positive progression made with comprehension skills. A key skill needed for success at GCSE.

#### Word Study (reading/spelling)

Highlights:

39% of year 8 Lexia students have moved to Intermediate or Advanced Levels on word study.



(NB Year 7 focus from September to January was Grammar, as the levels are larger, take longer to complete and the majority of students were placed on Level 1))

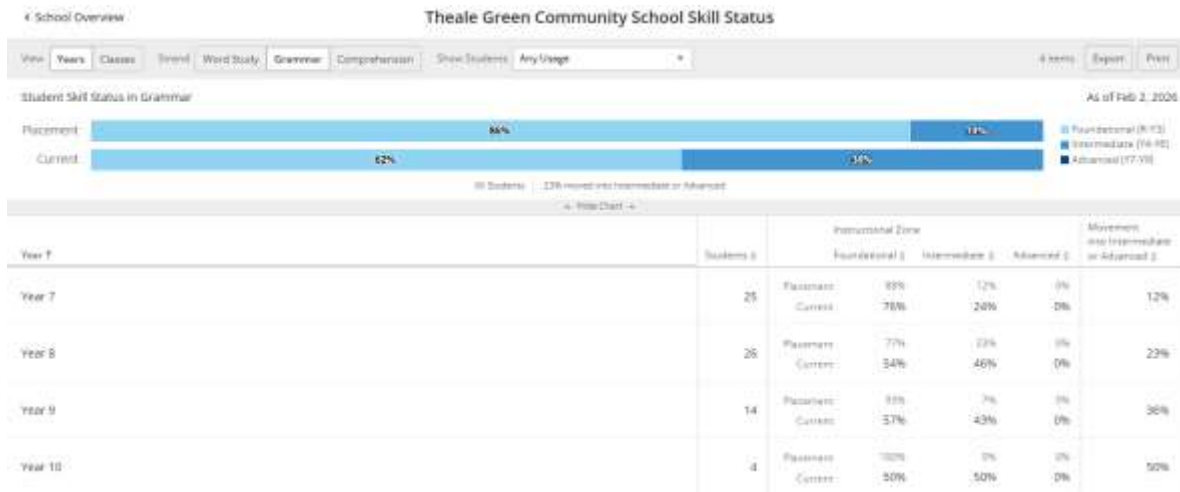
## 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

### Grammar

#### Highlights:

22% of all Lexia students have moved from Foundation to Intermediate. Grammar is the area that most students struggle with.

36% of year 9 and 50% of year 10 Lexia students have moved from foundation to Intermediate on Grammar.

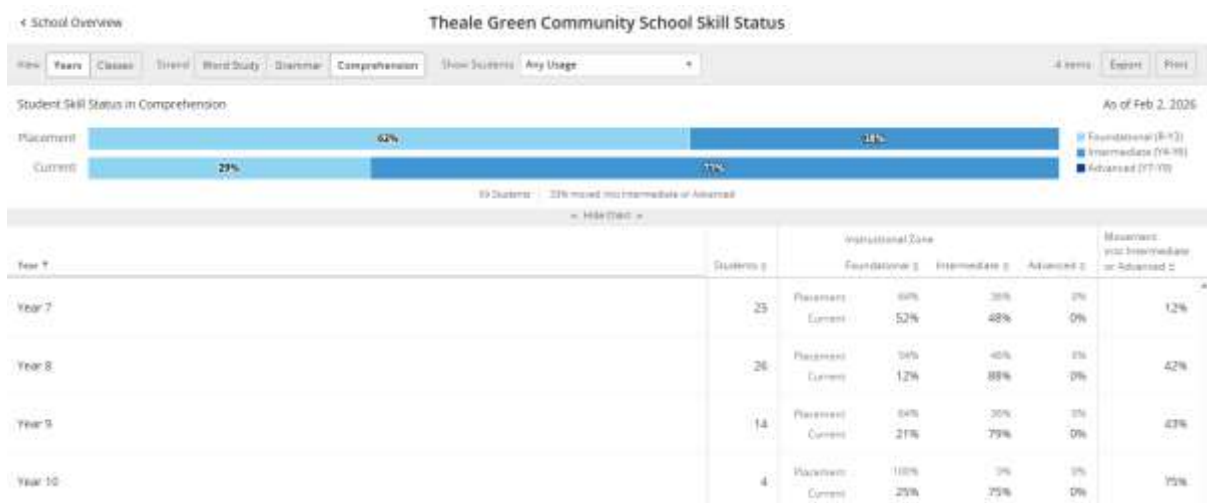


### Comprehension

#### Highlights:

32% of all Lexia students have moved from Foundation to Intermediate on Comprehension.

43% of year 9 and 75% of year 10 Lexia students have moved from Foundation to Intermediate Levels.



Foundation (years 1-3) Intermediate (years 4-6) Advanced (years 7-9)

Please note that the status reports are for 67 students.

### Student case studies:

#### Year 7: Student X

Student X is an EAL student from Portugal. She spoke limited English when she joined Theale in September and started on the Lexia program. In only 4 months Student X has completed 10 levels and increased her reading age from 9 years 8 months to 10 years 7 months. Of Lexia, Student X commented: "It is not boring. I like the funny videos. I also like the competition for high streaks."

#### Year 8: Student Y

Student Y is SEN, PP and has a dyslexia diagnosis. She started Lexia at the start of year 7 and is continuing to make steady progress. Her reading age at the end of year 7 was 8 years 3 months. Over the last 4 months it

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

has increased by 2 years to 10 years 4 months. She is now moving on to the Intermediate levels. When asked how Lexia is helping her Student Y said,  
"I know now what nouns and verbs are. Lexia is helping me to understand my English lessons better. I want to carry on getting better at spellings."

##### **Year 9: Student Z**

Student Z is a SEN student who often struggles with focus and behaviour in lessons. He has engaged excellently with Lexia and this is starting to have a positive impact in lessons. He has raised his reading age from 8 years to 10 years 4 months. Student Z says'  
"I like the grammar section best. The activities on commas were very useful."

##### **Year 10: Student ZZ**

Student ZZ is a SEN (EHCP) and PP student who has spent most of years 7, 8 and 9 as a school refuser. He now attends 1 hour per day in the Inclusion department. He has engaged very well with Lexia and has increased his reading age from 10 years 4 months last summer term to 12 years 2 months this December.

##### **Parent testimonials:**

"It is great news that she is improving and thank you so much for your continued support." (Email from parent, year 8)

"The Lexia programme has been such a great help to XXXX and we have certainly seen the benefits of the course not only in her learning but her confidence." (Email from parent, year 9)

##### **Supporting students with attendance:**

- Attendance of EHCP students significant strength for school in most year groups.

##### **Emotionally Based School Avoidance:**

Students who have EBSA often have a CAMHS referral for ASD in and are awaiting assessment.

Steps taken:

- Designated member of Inclusion acting as a SEND advocate for those students with EBSA.
- Offsite visits.
- RAG rating timetables
- Meetings with parents
- Small steps to build trust
- Working with either the Emotional Health Practitioner
- Personalised timetables
- Online learning – HLLM in bespoke lessons
- Century Tech AI online learning platform to support learners
- Seeking alternative provision that meets the needs of that student

To further support our work on attendance, Inclusion is developing a system to support the connection with parents that identified students will have more regular calls home. It has been raised in several parental meetings that those students with ASD (or those on the waiting list for assessment) are exhausted by the end of term and absence rates therefore increase. Students will be identified and the plan is to offer a more tailored end of term with events and adjustments to timetables for some students.

## 5. SEND FUNDING

SEN budget is managed by the SENCo. Orders placed onto CIVICA via Inclusion Manager and approved by SENCo. Orders above authorization limit are approved by the Head Teacher. Additional funding from the local authority is requested at EHCP review if required, and if approved applied for by the SEND admin assistant and is placed into SEND budget for use.

The majority of SEND funding goes into funding the staff who support students within the ASD unit, the nurture teacher and staff costs to support.

Funding has been allocated to:

- Hive Educational Psychologists
- Lexia literacy programme
- RAW mentoring – alternative curriculum
- The Furniture Project – alternative curriculum
- Rushall Farm alternative education based on therapeutic thinking for ASD
- Times tables rockstars online learning platform
- Auto skills mechanics – alternative curriculum
- Mind Jam online mentoring
- Emotional health resources
- Academy 21 – online learning platform
- Century AI tech –online learning platform
- ASDAN – alternative curriculum
- Occupational health resources – theraband, theraputty
- Cognition & learning – miniwhite boards & pens
- 1-1 mentoring
- 1-1 tutoring

Who is responsible for this - Claire Lloyd

Where pupils with SEND are also eligible for the pupil premium, how the pupil premium is being used to support these pupils

- Split Lexia costs
- Icollege
- ELSA sessions – student transform manager
- Chiltern Training
- RAW
- 1-1 mentoring

## 6. STAFF DEVELOPMENT

SEND INSET – highlighting some of most vulnerable students + procedures to support.	
Lexia training	
Access arrangements & invigilation training	
Hackney Literacy training	
Phonics training - Lexonics	
ASDAN training – Personal development programmes	

## 6. STAFF DEVELOPMENT

Attachment and trauma-informed mental health project	
Supporting ASD students within mainstream	
Supporting students with dyslexia	
Structured approach to Reading training	

This year has brought about some staffing changes with Ashleigh Kidd, deputy SENCO leaving in Dec 2025 for a new role elsewhere. This has led to the role of Inclusion Manager being advertised as well as the role of Inclusion Emotional Support Lead. We are looking forward to welcoming Amanda as Inclusion manager after Easter and Toni Boardman taking on the new role as Inclusion Emotional Support Lead.

Toni Boardman has completed her Mental Health First Aid course.

Will Wise has been appointed as Learning Mentor – ELSA which adds to our capacity to support students.

One English learning mentor and one Maths learning mentor have reduced hours going part time since December '25. To address the balance, the Inclusion set up is being altered slightly to provide two rooms which will mirror the wellbeing hub and RFL. We will continue to run Inclusion RFL for students who receive a C2 who have an EHCP or those with complex needs where adjustments are needed. The Inclusion Hub will be staffed to deliver some Maths and English interventions which will meaning learning mentors can focus on supporting students in lessons.

SEND sessions delivered by Claire Lloyd/Ashleigh Kidd to ECTs and trainee teachers.

Fiona Hockedy has developed her understanding of supporting EAL students which has then meant an EAL session delivered by Fiona Hockedy to staff.

Rebecca Wilson has completed further training on Lexia.

Units on FLICK training for Inclusion, support SEND, understanding ASD.

Staff briefing and the staff bulletin are used to raise awareness regarding focused students, links to development of skills and understanding of SEND or changes to provision.

### **PAGs**

As a team, as well as the wider school staff we have switched IT systems onto PAGs online. This has required additional training of staff, supporting the team as they have been transferring student information. The roll out has gone across the staff, subject teachers are now beginning to enter targets, build learner groups. This is an exciting development tool which will enable the following:

**Understand learner needs in minutes** : Assess Cognition, communication, SEMH & Literacy. Results even show developmental age vs. actual age.

**Generate smart, personalised targets**: Automatically assign targets, strategies, and resources based on assessment results.

**Track progress in small steps**: Record detailed achievements for each target and monitor growth over time.

**Automate IEPs and reports**: Create fully customised documents with one click, saving hours of admin time.

**Collaborate** : Share best practices, targets, and resources across trusts for a unified approach. Liaise with parents, teachers and other professionals in real time.

## 7. WORK WITH EXTERNAL AGENCIES

Sometimes we need extra help to offer our students the support needed. Whenever necessary, we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Alternative provision – RAW mentoring, Rushall Farm, Autoskills, Mechanics , Furniture Project
- Academy 21
- Emotional Health Academy

Name	Concern	Description	Intended outcome
Academy 21 - Online Tuition	Cognition and Learning Needs	Online alternative provision for individuals not able to attend school or that need additional learning to fill knowledge gaps	Individuals engage with learning to help continue progress in education whilst individual transition back into mainstream schooling onsite
Adviza 2025-2026	Cognition and Learning Needs, social emotional and mental health, sensory and physical	Additional 30 minutes with careers adviza to provide ample opportunity for students and family to explore together the options for next steps with impartial advice and expert.	Students to have sense of direction and an aim to work towards, thus giving a sense of fulfilment in life, and enhance self-worth / confidence, as well as provide long term goals in education.
CAMHS SEN Referral for assessment and diagnosis	Multi	ASD / ADHD/ ADD referral to CAMHS	Assessment in highlighted area of need.
The Hive - Educational Psychologist	Cognition and Learning Needs, social emotional and mental health, sensory and physical	Dependent on individual session	
Occupational therapist	Communication and Interaction Needs	Expert advice consultation for individuals on a case by case basis	Provide assessment of students and support to staff to create bespoke and impactful plans to help individuals make progress in highlighted areas of weakness
Speech and language therapist	Communication and Interaction Needs	Expert advice consultation for individuals on a case by case basis	Provide assessment of students and support to staff to create bespoke and impactful plans to help individuals make progress in highlighted areas of weakness

## 7. WORK WITH EXTERNAL AGENCIES

Virtual Schools	Multi	Provide support and improve the educational outcomes for a range of vulnerable young people, primarily children in care	Through multi agency reviews LAC students are assigned support as required whether it be externally appointed or through interventions within school.
Mind Jam	SEMH ASD	Emotional and SEN support for young people through gaming, game design and digital skills.	Through online 1-to-1 sessions, MindJam provides mentorship and guidance to young people to support their emotional needs and SEN identity through positive, non-judgemental and low-demand sessions.

- Youth offending team
- Medical tuition team
- Linking with the safeguarding team as appropriate.

Appendix 1 - Theale Green School SEND Pledge – launched to families September 2025

	SEND Pillar	What this means for our families
1	Knowing children well, early and often.	<p>Theale Green School is a school that focuses on the quality of connections between staff and students. We invest time in getting to know children well, particularly at points of transition, and being anticipatory as well as reactive in planning support that will help them succeed.</p> <ul style="list-style-type: none"> <li>❖ Staff receive key information updates regarding students.</li> <li>❖ Within Inclusion Department there will be a key member of staff who will lead on a particular year group. They will work with the Head of Year to ensure students and families are ready for the upcoming year. These names will be shared in September.</li> <li>❖ Use of role models and case studies to support students and families.</li> </ul>
2	High quality and evidence-informed teaching practice	<p>Rosenshine’s Principles of practice underpin the Theale Green School teaching &amp; learning strategy. Educational research demonstrates these are key focus areas that allow all students, particularly SEND students, to make good progress in lessons.</p> <ul style="list-style-type: none"> <li>❖ Small Chunks</li> <li>❖ Modelling</li> <li>❖ Checking for understanding</li> <li>❖ Scaffolding</li> </ul>
3	Coherent and expert targeted support	<p>This will vary depending on the needs of the student. Our approach is to build resilient students who are ready and able to sit examinations independently. Support can include Lexia literacy support, use of phonics and Hackney Lit, emotional support, Rushall Farm.</p>
4	Strengthening inclusion through relationships and partnerships	<p>All SEND families will have a minimum of <b>three proactive contact points</b> with the Inclusion Department in a year. What this looks like will change depending on the individual child and family circumstances, but a proactive approach is at the heart of this.</p>
5	Inclusion as a strategic and shared responsibility	<p>Mrs Lloyd is the strategic leader for SEND at Theale Green School. She represents SEND at the Leadership Team level and has overall responsibility for the SEND provision at Theale Green School.</p>