

St Thomas More Catholic Voluntary Academy



Special Educational Needs and Disability Information Report

September 2024

"Love One Another As I Have Loved You" John 13:34

<p>What does ‘special educational needs and disabilities’ (SEND) mean?</p>	<p>Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as ‘Life Long’. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can. Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, which include:</p> <ul style="list-style-type: none"> • SEND and Inclusion Policy • Admission Arrangements • Accessibility Plan • Anti-Bullying Policy
<p>What types of SEND are provided for at St Thomas More?</p>	<p>Our school currently provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014.</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties. • Cognition and learning, for example, dyslexia, dyspraxia. • Social, emotional and mental health difficulties, for example, attention hyperactivity disorder (ADHD). • Sensory and/or physical needs, for example, visual impairment, hearing impairment, processing difficulties, epilepsy

How does the school identify pupils with SEND	When considering whether a child has special educational needs and/or disability any of the following may be evident:
	<ul style="list-style-type: none"> • Make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness; • Attainment is significantly below age group expectations; • Has sensory or physical problems; • Has communication and/or interaction difficulties; • Has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs and/or a disability. Where there are concerns around a child, an 'Initial Concerns Form' will be completed. Parents/carers are involved in this process. Where it is determined that a child does have SEND, parents will be formally advised of this. At this point the decision will be made to add the child to the SEND register at SEN support. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.</p> <ul style="list-style-type: none"> • All children identified as having SEND needs will have a pupil passport which is updated termly in conjunction with the child and parents. This passport will detail information on how to support along with targets which will be reviewed termly

<p>What are the stages of SEND?</p>	<p>Following the SEND Code of Practice (2015), the school uses a graduated approach when meeting the needs of children with SEND. For many children, quality first teaching on a daily basis is enough to ensure that they achieve well and make good progress across the curriculum.</p> <p>SEN support</p> <p>For some children, quality first teaching may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. This could mean</p>
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that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. For some children the school, with your agreement, may decide to involve some external professionals to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. 5 Only a very small percentage of children require support of an additional nature beyond this.

Education, Health and Care Plan (replaced Statements of Special Educational Needs)

If your child has significant difficulties, they may require an Education, Health and Care Plan. This means your child will have been identified by the school as needing a particularly high level of additional support, which cannot be provided from the element 1 and 2 funding available to the school. For your child this would mean: Request for Education, Health and Care Needs Assessment

- The school (or you) can request that the Local Authority carry out an Education, Health and Care Needs Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school (or you) have sent in the request to the Local Authority (with a lot of information about your child), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care Needs Assessment. Education, Health and Care Needs Assessment
- If the Local Authority decides that the needs of your child are severe, complex and lifelong and require significant support in school to make good progress, they will write an Education, Health and Care Plan (EHCP).

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| | <ul style="list-style-type: none">• If this is not the case, they will ask the school to continue with the support at an SEN support level. They will set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.• The Education, Health and Care Plan (EHCP) will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and medium-term outcomes for your child. |
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<p>Who are the best people to talk to in school about my child's difficulties with Learning and Special Educational Needs/ Disability?</p>	<p>Class/subject teacher Responsible for:</p> <ul style="list-style-type: none"> • The progress and development of every child in their class • Working closely with any teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching • Working with the SENDCO to review each child's progress against outcomes and adapt provision where necessary • Identifying and communicating any concerns about specific children with the SENDCO • Ensuring that parents/carers are: -involved in supporting their child's learning -kept informed about the support their child is getting - involved in reviewing how the child is progressing • Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND. <p>The Special Educational Needs and Disability Co-ordinator (SENDCO) At St Thomas More Primary Academy the Special Needs Coordinator (SENDCO) is Mrs Dawn Broomhead. You can contact our SENDCO either by calling the school or via email (dbroomhead@st-thomasmore.leicester.sch.uk)</p> <p>Responsible for:</p>
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- Working with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual children with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues
- Working with staff, parents and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching.
- Liaising with any external agencies that may come into school to help support your child's learning e.g. Speech and Language Therapy Service, Educational Psychology Service, Occupational Therapists etc.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensuring that parents are: -involved in supporting their child's learning - kept informed about the support their child is getting - involved in reviewing how the child is progressing
- Ensuring that there are excellent, up to date records of each child's progress and needs.
- Work with the Head teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Head teacher

The Head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision in school
- Have overall responsibility for the provision and progress of children with SEN and/or disability

	<ul style="list-style-type: none"> • Make sure that the SEND governor is kept up to date about any issues in the school relating to SEND. <p>SEND governor</p> <p>The SEND governor will:</p> <ul style="list-style-type: none"> • Work with the Head teacher and SENDCO to determine the strategic development of the SEND policy and provision in school • Help to raise awareness of SEND issues at governing body meetings • Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
Who should you talk to if you think your child has special educational needs?	<p>As a parent, or carer, you are always welcome to make an appointment to talk to your child's class teacher or you can ask to speak to our teacher responsible for special educational needs, the SENDCO, Mrs Broomhead.</p>

<p>What type of support is available for children with SEND at St Thomas More Catholic Voluntary Academy?</p>	<p>The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families. We have a designated SENDCO, Mrs Broomhead, to oversee the provision for all children with additional needs across the school. At Saint Thomas More, our Head teacher and teaching staff are fully committed to inclusion and high-quality experiences for all children. We also have a high level of teaching support, to ensure children with additional needs are well supported in all lessons. Our curriculum is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT. Some examples of additional provision which could be suitable for a child with SEND could include:</p> <ul style="list-style-type: none"> • Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties, e.g. Dyslexia
	<p>Gold/precision teach interventions or those directed by Speech Therapists, Educational Psychologists or the Learning Support Service (LCI)</p> <ul style="list-style-type: none"> • Small group focus work to address shared issues, e.g. fine and gross motor skills groups. • Specialist interventions, e.g. Occupational Therapy, or Speech and Language Therapy with a trained therapist. • Learning Support Assistant support within the class, in order for the work to be further differentiated to meet exact needs. • Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals. • Thorough assessments undertaken by professionals i.e. Educational Psychologists in order to pinpoint exact areas of difficulty that are then addressed.

What outside agencies / people does the school use to support children with SEND?

- Early Years Support Team: 0-5 years old
- Learning Support Team: 5-16 years old
- The Autism Team: 5-16 years old
- Social, Emotional and Mental Health Support Team
- Educational Psychologist
- Hearing Impairment Team
- Visual Impairment Team
- School Nurse
- Physiotherapists
- Occupational Health
- Speech and Language Therapy
- City Early Intervention Psychology Service

<p>What involvement can we have as parents/carers at Saint Thomas More Primary Academy?</p>	<p>We will have early discussions with parents/carers when identifying whether children need special educational provision, and strongly believe that working in partnership with you is the best way to support your child.</p> <p>For pupils on SEN Support and children with an EHCP, progress will be reviewed termly. In addition to this, children with an EHCP will have an annual review meeting. This meeting is a child-centred meeting where the child, parents and all professionals involved contribute to the review of the plan. This involvement will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and needs • We take account of parent and child concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear about what the next steps are We welcome feedback from parents of children with SEND and children with SEND in order to help us to evaluate the effectiveness of our provision. <p>You are always welcome to call in to see how your child is getting on, so long as you let us know that you are coming and make an appointment via our school office</p>
<p>What training do staff supporting SEND children have?</p>	<ul style="list-style-type: none"> • Part of the SENDCO's role is to support (or sign post to further support) the class teacher in planning for and supporting children with SEND. • Every new SENDCO in a mainstream school must gain the NPQ SENCO. Our SENDCO is working towards achieving this.

	<ul style="list-style-type: none"> • The school has a continuing professional development plan (CPD plan) to improve the teaching and learning of children including those with SEND. Recent training has included: Autism awareness training, Team Teach training, Attachment Training, ADHD training, EpiPen training and speech and language training. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Leicester learning Support service, Speech and Language Therapy. • External agencies work within school with staff to provide them with advice that is relevant to the needs of specific children in their class.
How accessible is St Thomas More for children with SEND?	<ul style="list-style-type: none"> • St Thomas More Catholic Voluntary Academy aims to be inclusive to all children. • The buildings and most rooms are accessible to children with a physical disability via ramps. • Classroom Audits are regularly carried out to monitor acoustic levels and visual contrasts to ensure an inclusive learning environment for children with a hearing or visual impairment. • Equipment and resources used are accessible to all children regardless of their needs. • Trips are accessible for children with SEND. • After school provision is accessible to all children including those with SEND.

How do we support SEND children moving classes or schools?

We recognise that 'moving on' can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.
If your child is moving to another school:

- We will contact the new school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).
- When moving classes in school:
- Information will be passed on to the new class teacher in advance
 - Teachers will meet with the SENDCO in the second half of the summer term to ensure children are well supported and that need are met.
 - If your child would be helped by a book to support then understand moving on then it will be made for them.
 - For children with an Education, Health and Care Plan, a transition meeting will be offered to parents during the Summer term. This is an opportunity for parents to meet their child's new teacher and find out more about the expectations for the new academic year.
 - All pupils will spend a morning in their new classroom with their new class teacher during the second half of the Summer term. If required, additional visits can be planned as required.
- In Year 6:
- The SENDCO will attend a meeting with the relevant representatives from the new school to discuss the specific needs of your child.
 - We will make sure that all relevant records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).
 - All pupils will spend time in their new school. This varies depending on the school they are moving to. If required, we can arrange for your child to carry out additional visits in the build up to their transition.
 - In some cases, staff from the new school will visit your child in this school.

<p>What should I do if I have a complaint about the SEND provision made at the school?</p>	<ul style="list-style-type: none"> • If you have complaint about the SEND provision made at the school, you should initially make an appointment to speak to the SENDCO (Mrs Dawn Broomhead) • If you are not happy that the complaint has been managed, you should request to speak to the Head teacher (Mrs Charlotte Crosse) • For further detail, please read the St Thomas Aquinas Trust Complaints Procedure.
<p>How does the Local Authority (Leicester City Council) support children with SEND and their families?</p>	<p>St Thomas More Catholic Voluntary Academy works in partnership with the St Thomas Aquinas Multi Academy Trust and Leicester City Local Authority. You can find further information about the Leicester City offer at http://families.leicester.gov.uk/local-offer/</p>