

St Thomas More Catholic Primary School

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Special Educational Needs and Disabilities (SEND) Information Report Sept 2022

This report sets out information about our provision for children with Special Educational Needs and Disabilities (SEND) and is updated annually.

About our school

St Thomas More Catholic Primary School is a mainstream primary school which provides for children with a wide range of special educational needs including those with:

- **Communication and Interaction needs** (this includes speech, language and communication difficulties including autistic spectrum conditions)
- **Cognition and Learning needs** (this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia)
- **Social, Emotional and Mental Health needs**
- **Sensory and/or Physical Needs** (this includes children who have visual or hearing needs, or a physical disability that affects their learning)

Our **Special Educational Needs & Disabilities Coordinator (SENDCO)** is Mrs Helen Skertchly who can be contacted through the School office on Tel: 01865 373674 or office@stthomas-more.org.uk

The **School governor with a responsibility for SEND** is Mrs Rania Naser who can also be contacted through the school office. The SEND Governor regularly meets with the SENDCO and feeds back information to the rest of the school's governing body. It is our aim that the SEND governor and SENDCo meet several times during the year to consider and develop the provision for SEND pupils across the school.

Our school **SEND policy, Equality and Accessibility Plan** can be found on [School Policies & Procedures page](#).

Chair of The Board of Directors: Mr Paul Concannon

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Providing outstanding education for our children with 'The Joy of the Gospel' at its heart

What is 'Special Educational Needs'?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

- 'have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'.

(Code of Practice 2014)

How do we identify and support children with SEND?

The school uses Oxfordshire County Council's guidance "Oxfordshire Guidance for Special Educational Needs (SEND) Support" (September 2020). The guidance sets out:

- How we identify if a child has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

For pupils that need SEND provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be identified as requiring SEND support. They will be placed on the school's SEND register which is monitored centrally by the local authority. Other children will require an Education Health Care Plan (EHCP) to support them in their learning.

How are parents/carers of children with SEND consulted and involved in their child's education, including their progress towards outcomes?

Partnership with our parents/carers is key to enabling children with SEND to achieve their full potential at St Thomas More. We recognise that parents/carers have vital knowledge, experience and expertise to contribute to the shared view of a child's needs and the best ways of supporting them. Parent/carers are invited to 3 pupil profile review meetings each year as well as the more informal regular contact at the beginning and end of each day as needed. These pupil profile review meetings are a chance to jointly discuss and share ideas for how best to support the child to achieve the targets set and for what the best next steps are too.

If a child has an EHCP there is also an Annual Review meeting where school, parents and link professionals meet to discuss outcomes. Parents are also invited to provide a written response and to participate actively in the meeting.

Parent/carer questionnaires are also used regularly so that the SENDCo can analyse parent/carer views and further improve provision.

How are young people with SEND consulted and involved in their education, including their progress towards outcomes?

Children with SEND often have a great understanding of their own needs and what sort of help they would like will be ascertained where appropriate. Children are encouraged to participate in the decision-making process when we review Pupil Profiles.

If they have an EHCP, they will also be asked to play a role within the Annual Review meeting, usually by completing the All About Me sheet which forms a central part of the meeting and if appropriate for their age and needs, will also be invited to attend the Annual Review.

What approach do we take to teaching children and young people with SEND? What adaptations are made to the curriculum and learning environment of children with SEND?

All children are entitled to receive Quality First Teaching where, through engaging teaching and differentiation, all groups have their needs met. Some children may have difficulties making expected progress and/or not achieving the attainment expected for their age.

At this point we identify groups of children who may need specific intervention activities to help boost and accelerate their learning. Their progress is monitored and if they are still experiencing difficulties then we look at identifying if they have a special educational need. As identified in the SEND Code of Practice (July 2014) – paragraph 6.15 ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision., namely provision different from or additional to that normally available to pupils of the same age’.

Our aim is to include all children within our everyday teaching and activities. At times this involves differentiation and also use of 1:1 and small group teacher or teaching assistant support to allow individuals to learn at their pace/using resources suitable for their needs such as models, images and multi-sensory resources to promote understanding. We make use of quieter rooms and quieter areas to withdraw children if being in the class is causing sensory overload and/or distracting learning. Any adaptations we can make to the physical environment or through purchase of specialist resources are made to help provide access to learning. We use a range of resources and specific interventions to meet individual need and support children to access the curriculum.

Some of the SEND interventions and resources we use in school include:

Communication & Interaction

Talk Time
Teddy Talk Time
TalkBoost
Spirals
Individual support for targets set by Speech & Language Therapist

Reading	Individualised social stories Little Wandle Phonics Catch Up 1:1 or Paired Reading
Writing	Language For Thinking Accelerad & Accelewrite Colourful Semantics Ready, Steady Write Write From the Start Talkboost
Maths	TT Rockstars
Social, Emotional & Mental Health	Catch Up Skills sessions closing the gaps ELSA Place2Be Counsellor Sessions Calm boxes / corners Lunch Club Zones of Regulation Support & planning for transition times Individual visual timetables
Motor Skills & Sensory/ Physical	Individual Behaviour Plans & Risk Assessments Occupational Therapy Service & Screening resources Alternatives to traditional written format e.g. using a device, clicker software Disabled toilet & changing facility

What specialist expertise does the school have access to?

There are members of staff within the school who have completed specific training in SEND and we seek guidance from external experts:

Internally:

- Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Emotional Literacy Support Assistant (ELSA)
- Place 2 Be Counsellor
- Trained teachers and Teaching Assistants who can deliver specific interventions
- Staff regularly attend training on Special Educational Needs and feedback to other colleagues.

Externally:

- OXSIT (Oxfordshire School Inclusion Team). We buy into support from an Inclusion Consultant who supports us in improving our inclusive practice and raising the attainment of learners vulnerable to under-achievement

- Educational Psychologist (a traded service which school can buy into it, if required).
- Special Educational Needs Support Service (SENDSS): who support children with communication and language needs, sensory needs and physical needs
- The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- School Health Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Early Years SEND Inclusion Team (EYSENDIT) Advisory teachers who support our youngest children and their families

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages.

We discuss the involvement of specialist SEND services with parents first.

How do we evaluate the effectiveness of provision made for children with SEND?

We regularly monitor the provision made for our vulnerable learners in a variety of ways and we follow a graduated approach - the four-part cycle of assess, plan, do, review.

This monitoring includes:

- Use of formative and summative assessment to identify the areas children succeed in and also identify what they are finding difficult
- Use of Pupil Profiles, intervention registers to identify provision to each individual
- Review of Pupil Profiles three times a year with the children and their parents and these are then monitored by the SENDCO
- Tracking progress and attainment of all our vulnerable learners three times a year in line with Pupil Progress meetings and comparison of the data to their peers' attainment and progress
- Use of progress/attainment data pre and post- interventions which is then used to refine/revise provision and Pupil Profiles
- Use of Pupil Voice to gather pupil opinions on provision and activities at school
- Use of parent/carers questionnaire

Joining the school and Moving on

Applications for pupils, including those with special educational needs and disabilities, to join the nursery and school are processed in line with Oxfordshire County Council's published School Admissions rules and policies which can be seen on their website.

We encourage all new children to visit the school before starting. If children join the school in year, we liaise with the former school concerning any special educational needs and disabilities. Similarly, if a pupil leaves our school in the year, we will liaise closely with the new school.

We begin to prepare pupils for transition into the next stage of their education by liaising with the secondary school, and sharing information about special educational needs and disabilities.

What do we do to support the social and emotional development and well-being of children?

We provide a range of activities to support emotional and social development for individuals including through our Emotional Literacy Support Assistant (ELSA) and Place 2 Be Counsellor. We also have good links with the behaviour support team and our Educational Psychologist all of which offer us advice. We also have school focusses on this area for all our children including participating in Mental Health Awareness days and ensuring that our staff have training in social and emotional development. All classes use the Zones of Regulation approach for all pupils and, as detailed in our Behaviour Policy, staff are quick to respond to the needs of any children who identify as being in the red or blue zones or who may appear to staff to be. All pupils also have the opportunity to share their view through their School Council Representatives and are regularly encouraged to share any concerns about school or home with a member of staff. We take bullying very seriously for all children including those with SEND. Anti-Bullying approaches form a central part of our PSHE programme and we take part in the annual Anti-Bullying week.

How are pupils with SEND helped to access activities outside the classroom?

All pupils are included in activities within the school day, before and after school clubs, day and residential trips, following risk assessments, where needed, and in accordance with duties under the Equalities Act 2010. We communicate with parents and pupils when planning trips so that everyone is clear about what will happen.

What arrangements are there for handling complaints from parents/carers of children with SEN about provision made at the school?

All details about handling complaints can be found in our Complaints Policy which is published on the school website.

What are the school's contribution to the Local Offer and where is Oxfordshire Local Offer published?

Details regarding Oxfordshire's Local offer contain a substantial amount of useful information for parents/carers. Contact details of many useful support services can be found here. Please follow this link to find out more: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

As a school we contribute to the County's Local Offer through attendance at training opportunities.

If I have a concern regarding SEND or I would like further information, who do I go to?

In the first instance it is always best to discuss any concerns with the child's class teacher. If those issues are not resolved then parents should contact school SENDCo.