

St Thomas More Catholic Primary School

SEND Information Report 2020-21

Head Teacher	Mrs Victoria Ebdon
SENCO	Mrs Jennifer Austin
SEND Governor	Mrs Chika Ukatu
Pupil Premium Lead	Mrs Louise Murphy
Pastoral Manager	Mrs Jody Deamer
Dated	June 2021
Reviewed by	June 2022
Contact	01634 864701
Dedicated SEN time	0.8 hours

Approved by Governing Body September 2021
Chair of Governors C Flood
Date Sep 2021

St Thomas More Catholic Primary School

Special Educational Needs and Disability (SEND) Information report 2020

(In response to the Special Educational Needs and Disability Code of Practice 2015)

St Thomas More Catholic Primary School

<https://www.st-thomasmore.medway.sch.uk/>

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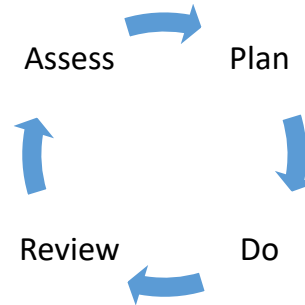
- Foundation Stage to Year 6
- Two form entry
- Breakfast and afterschool club facilities

At St Thomas More Catholic Primary School, we strive to support **all** children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey.

Whole school approach

High quality teaching and additional interventions are defined through our termly dialogue across the school contributing to our pupil progress meetings and monitored via our class provision mapping. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about high quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. All teachers are responsible for every child in their care, including those with special educational needs.

Underpinning ALL provision in school is the **graduated approach** cycle of:



Assess: clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan: following assessment, the teacher, SENDCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review
- All planning must be pupil centred and outcomes focussed and recorded

Do: all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEND
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching
- The SENDCO supports teachers in the effective implementation of provision

Review: the quality, effectiveness and impact of provision is evaluated by the review date

- This includes sharing information with pupil and parent/carers and seeking their views
- The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEND needs

The school will meet the needs of all children. SEND (Special Educational Needs and or Disabilities) can be thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

The information below details the offer within St Thomas More Catholic Primary School and ways in which parents, children and young people may access the support required. (Reference SEND Policy June 2021

We have internal processes for monitoring quality of provision and assessment of need. These include reviewing pupils' individual progress toward their goals on a termly basis with outcomes set and shared with parents and carers through parent meetings and targets detailed on individual Pupil Provision Forms (PPF) or a more detailed School Based Support Plan (where necessary).

The impact of interventions is reviewed on a regular basis using entry and exit data, detailed provision mapping across the school and termly pupil progress meetings. Where an Education and Health Care Plan is in place, annual reviews are held with parents and in collaboration with the Local Authority.

SEND provision

Our approach to identification and assessment of special educational needs is set out in our SEND Policy. We have set out below summary information on the school's approach to SEND which covers the following areas

- teaching pupils with SEND
- adapting the curriculum and learning environment for pupils with SEND
- how additional support, equipment and facilities are made available for pupils with SEND
- assessing and reviewing the progress of pupils with SEND
- promoting inclusion between all pupils regardless of whether they have SEND
- supporting the social, emotional and mental development of SEND pupils (including additional pastoral support arrangements)
- evaluating the effectiveness of our SEND provision.

Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority outreach services, Occupational Therapists etc). This process may be flagged as an action through our In School Review (ISR) process which takes place three times per year and involves a collaborative meeting in school with Class teacher, SENDCo and the Educational Psychologist.

If a pupil is not progressing as expected we may carry out assessments, with parental consent in order to identify any potential problems.

These include:

The Lucid Dyslexia Screening Test – Used to assess children who may have dyslexia following concerns raised by class teachers or parents.

Language Link

Used to ascertain a child's ability where there may be a problem with the child's understanding of language.

Speech link

Used to test a child if there is a concern raised regarding spoken language.

The Renfrew Language Scales

To look at the child's internal language – the words they know & understand.

Boxall Profile

Used to identify any Social Emotional and Mental Health needs.

If we identify an area of need that is additional to what is already in place in class, then parents will be informed and pupils will receive extra intervention in small groups or in a 1-1 situation if it is deemed appropriate.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents evening	Class teacher, SENDCO , parent	Two times per year
Pupil progress through target sharing	Class teacher, SENDCO , parent	Three times per year
Curriculum Evenings	Class Teachers	Two times per year
SENDCO open door policy	SENDco	As needed
SENDCO direct email for parents	SENDCo	As needed
Annual reviews	SENDCo	As needed at least yearly
Parent coffee mornings	SENDCo and Pastoral manager	Three times per year
Parent workshops	Class Teachers	Termly

There are external support services available for parents of children with SEND. The contact details for these services are set out below:

[About Medway's Local Offer | About Medway's Local Offer | Medway Council](#)

[Medway SENDIAS - Family Action \(family-action.org.uk\)](#)

[Medway Small Steps Service - Family Action \(family-action.org.uk\)](#)

[Child Health Service :: Medway Community Healthcare](#)

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENDCO. Our SENDCO is Mrs J Austin who can be contacted at the school on 01634 864701 alternatively via direct email on sen@st-thomasmore.meday.sch.uk

The Designated Safeguarding leads are Mrs V Ebdon (Head teacher), Mrs Le Breton (Deputy Head teacher) and Mrs J Deamer (Pastoral Manager). They are also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record.

In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

Looked after Children and Pupil Premium Lead is Mrs L Murphy.

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school with learning support assistants trained on leading on reading recovery programmes and speech and language programmes overseen by an external therapist.

We call in regular external outreach support through Marlborough ASD outreach and Bradfield's Fortis Trust Outreach.

Pastoral support and wellbeing

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

Members of staff such as the class teacher, LSAs, SENDCO and Pastoral Manager are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.

Pupils have access to play therapists, known in school as "Special Time", who provide support for pupils through 1-1 sessions where problems are discussed and solutions planned. A number of pupils also have access to a therapy dog that is on site once a week.

Sensory circuits, Emotional Literacy Support group, Social Skills group, Lego Therapy groups are run throughout the year.

Pupils who find lunchtimes a struggle are able to join the Lunchtime Club. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships.

Deployment of resources

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resource where possible.

School partnerships and transitions

The School works with several external partners including: Medway Local Authority support services, Medway Educational Psychology service, Medway Children's Health, Medway Visual and Hearing Impairment team.

The School works closely with the local authority of Medway which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at: [Local Offer | Medway Council](#)

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Complaints

Our complaints procedure is [website link]. This enables parents of all registered pupils at the school to raise concerns about the school. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

For parents who require additional independent advice and support, there is a service available within the Medway area. The SENDIASS service can be contacted by phone on 01634 566 303 or by email [Medway SENDIAS - Family Action \(family-action.org.uk\)](mailto:family-action.org.uk)

Relevant school policies underpinning this SEN Information Report include:

Legislation and guidance considered when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015.

Date presented to/approved by Governing Body:

Date of next review: October 2022