



Special Educational Needs and Disability (SEND) Information Report

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St. Thomas of Canterbury Catholic Primary School

Special Educational Needs and Disability (SEND) Information Report

1. What kinds of SEND are provided for at St Thomas of Canterbury?

The provision offered at St. Thomas of Canterbury for children with SEND will ensure children who require it will receive '*additional to and different from*' their cohort in the four main areas of need:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health difficulties,
- Sensory and/or physical needs.

2. How do we identify pupils with SEND and how do we assess their needs?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those children whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and/or behavioural needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that may be needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We will also consider:

- Any concerns raised by parents/carers or teachers
- Written and visual observations
- Tracking
- Regular monitoring

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- The child fully understands their own targets and what needs to be done to achieve them.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



Take a look at the St.Helens' graduated approach here:

<https://www.sthelens.gov.uk/media/7517/graduated-approach-final.pdf>

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

As part of this process of assessing and reviewing pupil's progress towards outcomes the class teacher will:

- Continually monitor your child's progress.
- Be happy to talk to you about your child's progress and any other issues. Appointments can be made to speak to the class teacher or SENDCo by contacting the school office.
- Formally review his/her progress every term.
- Discuss your child's progress at parents' evenings and termly reviews.
- Review any IEPs with parents and the child.

Additionally:

- At the end of Key Stage 1 the children will be assessed using previous End of Key Stage 1 resources to give indication of progress and attainment.
- At the end of Key Stage 2 children are required to be formally assessed using End of Key Stage national tests.
- Children in Year 1 are also formally assessed on their knowledge of phonics.
- Children in Year 4 are formally assessed on their multiplication times tables
- Children at School Action, School Action Plus, Enhanced School Action Plus and Statement will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

5. Supporting pupils moving between phases and transition to high school

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- If your child is moving to another school:
 - We will contact the school SENDCo and arrange a transition process to 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.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
 - If your child would be helped by a 'transition book' to support them understand moving on, then it will be made for them.

- In Year 6:
 - A transition meeting will be arranged which will include relevant staff from St. Thomas of Canterbury, SENDCo from the secondary and parents.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - The year 7 lead and pastoral lead from the feeder high school will visit the children in their current setting.
 - Where possible your child will visit their new school on several occasions.

6. Our approach to teaching pupils with SEND

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- TAs may be allocated to deliver interventions to small focus groups
- TAs may be required to support the class whilst the class teacher works with the children with SEND.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- IEP (Individual Educational Plan) provided to highlight targets and resources.

7. Adaptations to the curriculum and learning environment

Curriculum and learning

- The curriculum is differentiated to ensure all pupils are able to access it, for example; by grouping, teaching style, content of the lesson, resources made available etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Learning environment

- The building is accessible to those with physical disabilities.
- At St Thomas of Canterbury we have a toilet and wet room suitable for disabled access.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.
- Although dogs are exempt from school, Guide Dogs are welcomed.

- Accommodating children with needs is carefully considered each year when children move classes.

8. Additional support for learning

We have skilled teaching assistants who are trained to deliver interventions such as:

- Sensory diet
- Read Write Inc phonics
- Maths and English interventions e.g. precision teaching

We work with the following agencies to provide support for pupils with SEND:

- TESSA (Triage service provided by LA)
- LASC (Language & Social Communication Teams)
- Educational Psychology Service
- CDS (Children's Disability Service) Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health)
- LSS (Learning Support Service)
- BIT (Behaviour Improvement Team)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child & Adolescent Mental Health Support Team)
- Social Services
- Early Intervention Team

These are the main specialist we work with, but we are also sign-posted to others by them.

9. Expertise and training of staff

Our SENDCO is Amanda Hitchen. Miss Hitchen is supported in her role by the HT and pastoral lead.

Miss Hitchen has the SENDCo National Qualification.

The head teacher is also an experienced SENDCo of many years.

Miss Hitchen is currently allocated 10% of her weekly timetable to manage SEND provision.

We have a team of teaching assistants who are trained to deliver SEND provision.

All staff have been trained to deliver RWI phonics and this training is updated annually.

10. Securing equipment and facilities

We ensure that the school and all resources provided are fully accessible. We have an up to date accessibility plan to ensure all areas are accessible to all.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by Amanda Hitchen, our school SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Working alongside other SENDCOs across the borough as part of the Rose Network

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All school trips require a Risk assessment as a legal requirement. For children with significant needs they will require an Individual Risk Assessment to ensure that they take part in the trip. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are expected to go on our residential trip(s) and to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

13. Support for improving emotional and social development

We aim to be as fully inclusive as possible. This includes all aspects of learning, working together, enrichment and extra-curricular provision. Please see the following link regarding the Equality Act 2010. <http://www.legislation.gov.uk/ukpga/2010/15/contents>

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to fully participate in all areas of school life.
- After school club provision is inclusive of all pupils regardless of ability or SEND.
- The SENDCO keeps track of which children with SEND are accessing and taking part in after school clubs.
- Pupils with SEND are encouraged/expected to take full part in all aspects of school life.
- We have an experienced pastoral lead who works closely with the SENDCO and Head teacher to ensure all children's needs are being met.
- A 'Disability Awareness week' and a 'Health and Well being week' are planned for as part of our annual whole school programme of initiatives.

- We take part in anti-bullying week and have a zero tolerance approach to bullying.

14. Working with other agencies

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These are the main specialists we work with, but we are also sign-posted to others by them. The agencies used by the school include:

- TESSA
- LASC (Language & Social Communication Teams)
- Educational Psychology Service
- CDS (Children's Disability Service) Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health)
- LSS (Learning Support Service)
- BIT (Behaviour Improvement Team)
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child & Adolescent Mental Health Support Team)
- Social Services
- Early Intervention Team

15. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance.

Following this, appointments can be made to speak with the SENDCo and/or the head teacher.

They will then be referred to the school's complaints policy.

16. Contact details for raising concerns

At St Thomas of Canterbury, your first point of contact is always the class teacher.

SENDCo – Amanda Hitchen

Head teacher – Lyn Rawlinson

Contact – 01744 621380

17. The local authority local offer

Our local authority's local offer is published on the school's website.