

Special Educational Needs Information

Report 2017/18

St Thomas More Catholic School

Mission statement: 'To guide and encourage students to be responsible, caring and confident in a climate of Gospel values where they can realise their full potential and celebrate each other's success.'

The named governor for SEND is Mrs Jennette Weaver

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavors to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/careers’ and pupils’ views in order to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
 - ❖ *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
 - ❖ *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) The kinds of special educational needs (SEND) for which provision is made at the school

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavors, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's form teacher. This then may result in a referral to the school SENCo whose name is Mr. S Burns, Mrs. Kay Learning Support Manager or Miss Marlow Learning Support Assistant Manager Staff may be contacted on 01902 368798
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. Classroom observation by the SENCo, external verifiers, and Learning Support Management.
 2. Ongoing assessment of progress made by pupils with SEND.
 3. Work sampling and scrutiny of planning to ensure effective differentiation.
 4. Teacher communication with the SENCo/Learning Support Management and Inclusion partner meetings to provide advice and guidance on meeting the needs of pupils with SEND.
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
 6. Attendance and behaviour records. Reward systems.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in progress meetings between pastoral staff and subject teachers and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment. _

- Action relating to SEND support will follow an assess, plan, do and review model:
1. **Assess**: Data on the pupil held by the school will be collated in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Parents will be advised of any intended action.
 2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented.
 3. **Do**: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that takes into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review**: Progress towards these outcomes will be tracked and reviewed.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Rushall Inclusion Advisory Team, **Walsall**
 - Walsall The Education Psychology Service Local Offer
<http://preview.tinyurl.com/ngvr4l>
 - Parent Partnership Walsall <http://www.walsallparentpartnership.org.uk/>
 - Autism West Midlands <http://www.autismwestmidlands.org.uk>
 - Walsall Speech and Language Therapy - Email: SLTinfo@walsall.nhs.uk -
Tel: 01922 605400
1. Specialists in other schools e.g. teaching schools, special schools.
 2. Social Services
 3. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs which cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Please see Walsall Local Offer information <http://www.mywalsall.org/walsall-send-local-offer/>

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' assessment data, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.
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8) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with their Form Teacher in the first instance, SENCo, a member of the learning support department at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school who will arrange this appointment for you. The contact number is 01902 368798.

9) How will parents be helped to support their child's learning?

- Please look at the school website.
- Individual teachers or the SENCo may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

10) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness and shared with governors.
- Small group, evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has an anti-bullying policy which reinforces the well-being of the children.

11) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school Health and Safety coordinator and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils*

at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

12) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

13) What training do the staff supporting children and young people with SEND undertake?

Awareness training has been provided to all staff on:

- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication

Enhanced specialist training has been provided to Mr S Burns (SENCo), Mrs N Kay (Learning Support Manager) Miss R Marlow (Learning Support Asst Manager)

Specialist training has been provided to all TA's and a skills base is available upon request.

- The school has regular visits from SEND specialist teachers, and Educational psychologist who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- Whole school training is delivered at the beginning of each school academic year in relation to SEND pupils

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15) How accessible is the school environment?

- Disabled parking spot marked and located next to the school reception.
- There is a lift available to each floor, pupils who need to use the lift will be issued with a pass
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- One toilet on each floor has been adapted to ensure accessibility for visitors staff and students with a disability.
- A medical cabinet is situated within the medical room to enable a safe place for the storage of medication.
- Evac chairs are placed on each staircase and staff trained in their use in the case of a fire or fire drill

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information.

16) How will the school prepare/support my child during transition.

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- The learning support department managers and SLT visit all primary schools prior to September to discuss student's needs.
- Previous school records will be requested immediately.
- Alongside our whole year induction day, pupils with SEND will be invited to attend a further induction day.
- Any pupil requiring further transition visits will be identified by both the primary school and ourselves

Transition to the next educational setting, preparation for adulthood and independent living

- Accompanied visits to other providers such as FE colleges may be arranged as appropriate.
- The records of pupils who leave the school will be transferred to their nominated place of further education
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How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 3. Out of class support (relationship building, social, emotional skill development,)
 4. Small group tuition to enable catch up (subject or targeted at additional need)
 5. Support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
 6. Provision of specialist resources or equipment (use of ICT, sloping board)
 7. Partnership working with other settings (shared resources, shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
 8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)

9. Access to school first aiders and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
10. Access to support from in-school sources e.g. learning support from staff members or children (peer or adult) or from charities (e.g. *Barnardos*, *Relate*) and community sources (e.g. Youth and Church groups, local businesses, local secondary school)
11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see Mrs Kay or Miss Marlow (Learning Support Management)

17) How is the decision made about how much support each child will receive?

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken by the SENCo who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

18) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the Individual teachers, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.
- In addition, our school have an open door policy for parents and carers of children and young people with SEND.
- A member of learning support is available each parents evening

19) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Form Teacher
- Head of Year
- The SENCo,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEN. Their name is Mrs Jennette Weaver, they can be contacted via the school office 01902 368798

20) Support services for parents of pupils with SEND include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>
- Walsall Children and young people's service directory <http://preview.tinyurl.com/p4b7zst>
- MENCAP – <http://www.mencap.org.uk/>

21) Information on where the Local Authority's Local Offer can be found.

Add the website link to the Local Authorities Local Offer and also to the information it provides to parents and carers on mediation and conflict resolution services. The Walsall Local Offer can be found here <http://www.mywalsall.org/walsall-send-local-offer/>

References

The **SEND Code of Practice** (July 2014) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>

Glossary of Terms

SEND – Special Educational Need and Disabilities – this means that a child has a specific educational need.

ER- Early Response stage – this means a child is currently having difficulty in specific areas and they are being monitored closely by staff.

SEN Support Stage – this means a child is currently having increased difficulty in specific areas and staff require further intervention to be put in place in order to meet your child's needs. This stage was previously referred to as School Action (SA) and School Action Plus (SAP).

EHCP – Education Health Care Plan – this is a process that takes place if school feel a child needs extra support that cannot be met from the school's budget and a request is made to the Local Authority and they decide if an Education Health Care Plan is required based on school and other agencies evidence. This was previously referred to as Statement of Educational Needs.

EYFS – Early Years Foundation Stage – this refers to classes Nursery and Reception.

KS1 – Key Stage 1 – this refers to years 1 and 2.

KS2 – Key Stage 2 – this refers to years 3, 4, 5 and

6. KS3 – Key Stage 3 – this refers to years 7 and 8.

KS4 – Key Stage 4 – this refers to years 9,10 and

11. KS5 – Key Stage 5 – this refers to years sixth form and further education