

# ST THOMAS MORE CATHOLIC SCHOOL

## SEN information report and Policy on Special Education Needs and Disabilities

**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”.*

St Thomas More Catholic School value the abilities and achievements for all its students. We are committed to providing, for each student, the best possible environment for learning; enabling them to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.

### OUR AIMS

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some students, we feel that much can be done to overcome them by parents, teachers and students working together.

### DEFINITION OF SPECIAL NEEDS

- (in the context of children at school) SECTION 20 CHILDREN AND FAMILIES ACT 2014 defines a child as having 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”*

Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

### ADMISSIONS

Our school admission policy indicates we are a Catholic inclusive mainstream school. A number of our students do have special educational needs.

### SEN(D) IDENTIFICATION

At St Thomas More children are identified as having SEN(D) through a variety of ways including the following:

- liaison with the previous educational setting
- tracking information – is the child performing below age expected levels?
- school based assessment
- concern raised by school staff
- concern raised by pupil
- liaison with external agencies
- health diagnosis

## SEN(D) PROVISION

We use prior attainment data for each child to match the curriculum to their needs. Initially this happens between year 6 and year 7 but it is reviewed every year in our banding and setting process so that as a child intellectually develops their needs are matched to the curriculum. Differentiation is about making sure the work children are presented with is work that is as difficult as possible in order to stretch and challenge all pupils. The table below shows area of pupil need, the provision for SEN(D) pupils and how the school knows that the provision works.

Area of need	Provision	How do we know this has worked? (monitoring)
cognition and learning or communication and intervention or social, emotional and mental health difficulties or sensory or physical needs	<ul style="list-style-type: none"> <li>• quality first teaching</li> <li>• tasks adapted to the level of the individual child</li> <li>• possibility of small group or one to one support</li> <li>• support of teaching assistant or learning mentor</li> <li>• individual targets</li> <li>• relevant and specific interventions</li> <li>• attendance within the learning support department</li> <li>• use of specialist equipment where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• staff, parent and pupil feedback</li> <li>• observations</li> <li>• review of targets</li> <li>• parent and pupil meetings</li> <li>• parents' evenings</li> <li>• monitoring pupil progress</li> <li>• specialist assessment from external agencies</li> </ul>

## SEN(D) LIST

Pupils who have intervention that is additional or different from those provided as part of our school's usual differentiated teaching will have a support plan to assist in the planning, the delivery by subject teacher and termly review.

Parents and pupils will be consulted regarding the support plan and review process to ensure adjustments, interventions and supports are put in place appropriately.

In order to manage this process the school will maintain a list of pupils, support plans and review dates.

## REVIEW OF SEN PUPILS

- Our Learning Support Manager will oversee all support and progress of any child requiring additional support across the school
- The subject teacher will oversee, plan and work with each child with SEN(D) in their class to ensure that progress is made

A member of the Learning Support Department will meet with SEN(D) pupils and parents at least on a termly basis (this could be part of parents' evening) to discuss pupils needs, support and progress.

## EHC ASSESSMENTS

If a pupils needs have changed or over time does not seem to be met school or parents can request an Educational Health Care Assessment. This is to ask the LA to consider an assessment of the pupil for further resources. This request would need:

- Details from the school of pupil progress and details additional support already offered and also the outcome of the support
- Parent views
- Pupil views

The Learning Support Manager would be called to LA review meeting where EHC assessment would be considered. If this assessment was agreed an Educational Psychologist will assess

pupil in school and make recommendations to which LA must respond. Further resources could then be offered to the parent who can utilise the resources to find the most appropriate provider to offer extra intervention for the pupil. This would be called an Educational Health and Care Plan. (EHC plan)

## **STAFFING**

All teachers within the school are regarded as teachers of pupils with SEN(D). Our learning support, inclusion and intervention teams work with those pupils who are identified as needing additional provision.

## **CONCERN ABOUT A PUPIL**

If you have a concern about your child the best person to talk to, initially, is their subject teacher or form teacher.

Their subject teacher is responsible for:

- Checking the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support or intervention) and letting the Learning Support Manager know as necessary any concerns.
- Ensuring that the school's SEN(D) policy is followed in their classroom and for all the pupils they teach with any SEN(D)
- Referring to pupil support plans to inform planning and differentiation as part of quality first teaching

The SENCO in our school is Mr S Burns, he can be contacted through the school office, 01902 368798

### **The SENCO is responsible for:**

- Coordinating all support for children with special educational needs or disabilities (SEN(D) and developing the school's SEN(D) policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
  - Involved in supporting pupils learning
  - Kept informed about the support their son/daughter receives
  - Involved in reviewing progress of their son/daughter
- Liaising with all the other people who may be coming into school to help support your child's learning, for example; CAMHS, Communication and Autism, Educational Psychology and other external agencies
- Updating the school's SEN(D) list (a system of ensuring that all the SEN(D) needs of pupils in this school are known) and making sure that there are excellent records of pupils progress and needs
- Providing specialist support for teachers and support staff in the school so they can help pupils with SEN(D) in the school achieve the best progress possible.

## **ROLES & RESPONSIBILITY**

### **Mrs S Bowen, Head teacher is responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEN(D)
- She will give responsibility to the SEN(D) and subject teachers but is still responsible for ensuring that your child's needs are met
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN(D)

## **GOVERNOR**

The governors representative for SEND is Mr A Mealey, he is responsible for making sure that the necessary support is made for any pupil who attends school who has SEN(D).

## **SENCO - Mr S Burns, Learning Support Manager - Mrs N Kay**

The SENCO/LSM will work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Educational Psychology Service
- Communication and Autism team
- Pupil and school support
- Child Adolescent Mental Health Service (CAMHS)
- Medical Admin Staff
- Social Care
- Speech & Language Support Services
- Health professionals
- Local organisations/charities
- Parent Partnership
- Minority Group Support Services

## **ROLES & RESPONSIBILITIES**

Mr S Burns	SENCO / Safeguarding Manager
Mrs N Kay	Learning Support Manager
Ms R Marlow	Learning Support Assistant Manager
Mrs A Brough	SEND Admin Assistant
Mrs S Bowen	Head Teacher responsibility
Mr A Mealey	Governor with responsibility for SEN(D)
Mrs B Plummer	Home School Liaison Officer / Safeguarding Officer
Mr S Burns	Pupil Premium

## **SEN(D) INSET**

All staff are encouraged to attend courses and in-house provision which will help them to acquire the skills needed to work with SEN(D) pupils.

Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN(D) pupils. As a routine part of staff development, INSET requirements in SEN(D) will be assessed.

The governing body will undertake a similar review of training needs.

TAs requirements in supporting pupils' needs will be considered frequently. The school's INSET needs will be included in the School Development Plan.

## **ALLOCATION OF RESOURCES FOR SEN(D)**

The governing body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

## **PARTNERSHIP WITH PARENTS**

St Thomas More Catholic School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN(D) to achieve their potential. The school recognises that the parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents of SEN(D) pupils as valued partners in the process.

## **COMPLAINTS PROCEDURE**

The school's complaints procedure is outlined in the school prospectus. The SEN(D) Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

### **SEN(D) POLICY REVIEW**

The school considers the SEN(D) policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

The present policy was written in conjunction with SENCO, SEN(D) staff, parents of SEN(D), pupils themselves and governor responsible for SEN(D).

**Information, Advice and Support Service (SEN(D))**  
**Contact 01922 650330 or email [assend@walsall.gov.uk](mailto:assend@walsall.gov.uk)**