

ST. THOMAS OF CANTERBURY SCHOOL
SEND INFORMATION REPORT (LOCAL SEND OFFER)



Mission statement

To nurture curiosity for every child every day within a community acting as a beacon of the Catholic faith.

The following report provides information on how St Thomas of Canterbury School caters for the needs of those children identified as having Special Educational Needs and Disabilities (SEND). For further details on this, please refer to the school's SEND and Inclusion Policy.

How does the school know if pupils need extra help?

At St Thomas of Canterbury School, inclusive quality first teaching happens in each classroom, every day. This means that all children's needs are addressed through appropriate work, questioning and support for learning. Learning builds on prior knowledge and every teacher has high expectations of pupils' achievements. Progress for all children is closely monitored using information from continuous assessment and the teacher's understanding and knowledge of every child in his/her class.

If a child is not making as much progress as expected, then the child will have support put in place to close any gaps in learning. This could include accelerated learning in a booster group, opportunities in a small group to pre-learn key vocabulary before its introduction within a class lesson or/and opportunities to consolidate learning and practise skills learnt to ensure that new learning is secured and retained. Again, progress from this is closely monitored.

Some children may require more specific interventions to develop particular aspects of their learning such as reading comprehension, speaking and listening skills, understanding of number and writing skills. The class teacher will discuss additional needs of any pupils within his/her class with parents and the Special Educational Needs Co-ordinator (SENCO), where necessary.

What should I do if I think my child has SEN?

We encourage parents to speak to the class teacher if they have any concerns about their child's learning or social and emotional development. Teachers are available both before and after school to speak with parents. The information from this discussion may then be shared with the SENCO. If necessary, the SENCO will then follow this up by contacting parents to arrange a meeting to discuss these concerns further. This helps to clarify any concerns and discuss any appropriate action which may need to be taken.

What kind of SEND does the school cater for?

St Thomas of Canterbury School caters for a wide range of SEN. This can include pupils with;

- specific learning difficulties such as dyslexia and numeracy difficulties (sometimes known as dyscalculia), motor skills difficulties (sometimes known as dyspraxia or DCD)
- more general learning difficulties
- speech and language difficulties
- social communication needs (including those with Autism)
- social, emotional and mental health needs (this may include ADHD)
- sensory and/or physical needs (this may include mild visual impairment or moderate hearing impairment)
- Our Integrated Resource (The Hive) provides a high level of specialist support for pupils with significant physical needs, detailed in their Education, Health Care Plan. These places are allocated by the SEN Team at the Local Authority.

How will I know that the school will support my child?

The school follows the requirements in the Special Educational Needs and Disability Code of Practice (2014) and will use best endeavours to ensure that a child with SEND gets the support they need to make progress. We have a designated teacher (SENCO) who is responsible for co-ordinating the SEND provision across the school. The SENCO and class teacher will communicate with parents to ensure they are fully involved in discussions about support for their child.

How will the curriculum be matched to meet my child's needs?

High quality, inclusive teaching in every classroom means that at St Thomas of Canterbury, learning tasks and activities are matched to the child's needs and reasonable adjustments are made to ensure every child has the right environment in which to learn to their potential. For our more complex learners, the curriculum is adapted to enable these children to learn at their own pace, with highly focused and individualised learning opportunities, supported by input and advice from a range of outside professionals such as speech and language therapists, physiotherapist and occupational therapist.

The Integrated Resource (I.R) at St Thomas of Canterbury School is called The Hive and is a specialist provision for pupils whose primary need is a physical condition. Children with an Integrated Resource place follow the National Curriculum at a pace and level that is appropriate to them. The learning in our I.R is bespoke to each child's needs and is driven by the child's natural curiosity.

How will I know how my child is doing?

SEND Review appointments for those parents/carers whose children are on the SEND register are offered once each term (November, March and June).

For those children with an Education Health and Care Plan (EHC Plan) one of these review meetings will involve the Annual Review of the EHC Plan. Outside professionals working with your child may either attend the review, or write a report/update.

How will you help me to support my child's learning?

Parents are invited to attend parents' evenings and review meetings where they can gain information on how to support their child's learning. Parent workshops and information events are held throughout the year on how to support your child with learning, based on the approaches used in school. Parents are welcome to email their child's class teacher should they have any specific questions, or need further advice. Regular homework is set for each class to support learning within the classroom.

What support will there be to support my child's overall well-being?

At St Thomas of Canterbury School, we understand the importance of emotional well-being. Raising self-esteem and encouraging a positive self-image are important for children to feel good about themselves and help them to become resilient in the face of difficulties. Our school positive behaviour policy promotes the importance of developing positive and respectful relationships between staff and children, so that key adults know your child well, and can support their emotional well-being through positive interactions during the school day.

Staff have taken part in Trauma Informed Training and the approach is used by all staff throughout the school. We have a designated member of the support staff team who is a fully trained Trauma Informed Practitioner. She is able to support children with their emotional and social development.

The school funds a well-being service provided by The Hallam Caring Service. The Well-being Practitioner is qualified and registered with the British Association for Counselling and Psychotherapy (BACP).

We recognise that children may experience difficulties at any point in their lives due to a change in personal circumstances. In school we run a peer support programme (Rainbows), which supports children in coping with a bereavement or other painful and significant loss in their lives (ie divorce/separation). This is facilitated and co-ordinated by trained staff in school.

What specialist services or expertise are available at, or accessed by, the school?

School is able to access expertise and advice from a range of professionals e.g. The Early Years Service, the Autism Team, Speech and Language Therapists, the Hearing/Visual Impaired Service, Ryegate DCD team, Educational Psychology Service.

The SENCO co-ordinates provision with a range of professionals (including professionals from Ryegate Children's Centre, NHS, CAMHS, Social Care and MAST) in order to effectively meet a child's needs within school in close consultation with parents/carers.

What training have staff supporting pupils with SEND had, or receiving?

All staff (class teachers and TAs) have received training, and have experience in a wide range of SEND. Some of the training is given to the whole staff in order to support whole school practice e.g. autism, ADHD, dyslexia, Trauma Informed, Safeguarding. Teaching Assistants are trained to deliver a wide range of interventions to support academic progress and also social emotional development.

The SENCO, Mrs Kate Heaton, is a qualified teacher.

A regular audit of staff knowledge and confidence in different areas of SEND is useful for planning future training needs.

Training is provided by Local Authority courses, external professional agencies, voluntary agencies and also through in-school training.

How is the SEND provision evaluated?

The school SENCO, in conjunction with teaching staff and the Senior Leadership Team, is responsible for monitoring the provision of SEND. We will regularly review the impact of the work we do through data monitoring, observations and feedback from staff and pupils.

How will my child be included in activities outside of the classroom?

All school trips are carefully considered to ensure all children can participate. Careful risk assessments are conducted to ensure the health and safety of the children for such trips. Staff (through planning) and children (through play and planned activities) are encouraged to make use of all the school grounds, including the play and woodland areas. A range of after school activities are offered and these are accessible for SEND children, with the correct amount of expertise, support and supervision. Our most complex learners are encouraged and supported to access as wide a range of experiences as possible through specific trips and activities outside of the mainstream classroom, planned within their provision, in order to enhance their learning, life skills and ensure full engagement and participation.

How accessible is the school environment?

The school is on one level and is therefore fully accessible for all children, including those with physical difficulties and wheelchair users. The building includes ramps, power assisted doors, a disabled toilet and a sluice with a wall mounted hoist.

How will the school support my child starting school and moving on?

Early Years staff make home visits to parents and children in the summer term before starting school. They will also attend any review meetings at pre-school and nursery, with the SENCO, to ensure relevant information about a child's SEND is shared prior to starting school. Upon starting school, children build up their time in school over the first few weeks to ensure staff get to know the children quickly, and the children make a positive start. Parents of SEND children will have a review meeting with the class teacher and SENCO in November, once the child has settled into class. This review may also include someone from the Early Years Inclusion Team.

For secondary transition in Y6, the class teacher meets with staff from the receiving secondary school and completes detailed information about every child. For those children on the SEND register, a transition meeting is held in the summer term with the class teacher, parents, primary SENCO and secondary school SENCO. This meeting allows information to be shared and questions from all those involved to be asked around transition and support. Children with SEND are offered extra visits to the receiving secondary school to allow them to become more familiar with the new school, and meet staff who may be supporting them on transition. They can take photographs and information about the school to discuss when they return to school and to share at home. This information can also support worries and anxieties in the summer holidays prior to starting secondary school. The child's SEND files are passed over to the secondary SENCO so that the receiving school has all the information about your child.

For a child with complex needs who may require specialist provision at secondary school, or to ensure that the receiving secondary school can appropriately meet the child's needs, parents are encouraged to visit a range of schools. The SENCO will support parents in accompanying them on any visits, as necessary.

How are decisions made about how much support my child will receive?

Decisions about the level of support a child should receive are made on the basis of need which may change and vary over time. Information is gathered about the needs of children throughout the school and is analysed by the Head Teacher, SENCO and class teacher. Each class teacher is responsible for writing a Provision Map (in consultation with the SENCO) which identifies the children who require additional or different provision within the class. Resources and support are then allocated accordingly. This is evaluated and reviewed each term and updated according to a child's progress. Information from this provision is discussed with parents through review meetings, parents' evenings or summary reports.

Decisions regarding support and provision for children with an EHC Plan are discussed with parents at the termly review meetings.

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

Parents are involved in the review meetings with the class teacher and SENCO. Within these meetings, parents' and child's views are sought and desired outcomes and actions are discussed and agreed.

Who can parents contact for further information?

The SENCO, Mrs Heaton, can be contacted at the school to discuss any queries you may have about your child in relation to SEND. Parents are also very welcome to make an appointment to come and look around the school.

The school's SEND and Inclusion Policy is also available on the school website.

Date: November 2023

Review date: November 2024