



St Thomas More Catholic Primary School

SEND Information Report

September 2023

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

This document is intended to give you information regarding the ways in which St Thomas More Catholic Primary School strives to ensure that children with SEND are educated, wherever possible, in an inclusive environment.

This SEND report has been compiled in collaboration with staff, SEND Governor, parents and children and is reviewed annually

Identification

How do you identify children with Special Educational Needs / Disability (SEND)?

Through a cycle of observation, assessment, monitoring and review of cognition and learning, behavioural, social and emotional need, sensory and physical development, communication and interaction
Discussion with teachers / support staff
Parental concerns
Child concerns
Liaison with Outside Agency professionals e.g. Child Health, Social Services

How can parents raise concerns?

Meeting with those involved in supporting your child. This may be the Head Teacher, your child's Class Teacher, school's Special Educational Needs Lead, Learning Mentor or Safe Guarding and Family Engagement Officer (SAFE)
Parents / Carers are asked to contact school to express any concerns as soon as they arise. All concerns are important to school and will be addressed accordingly through the appropriate channels and timescales
An appointment for a confidential conversation with a member of staff or school's SEND Governor can be made in person or via telephone or email to the school office.

Who will support my child?

Class Teacher
Special Needs Lead
Support Staff
Learning Mentor
Safeguarding and Family Engagement Officer
Staff from outside agencies if a child requires specialist support

Do you offer any specialist provision?

We do not offer any specialist provision unless requested from a professional outside agency provided by the Local Authority.

We do provide a wide range of support for special educational /disability needs including, Dyslexia, Speech and Language Therapy, Sensory Integration.

Monitoring of SEND Provision

How is the effectiveness of SEND provision monitored?

Through rigorous and comprehensive systems of assessment, tracking, monitoring and regular review of pupil progress
Monitoring of intervention programmes
Termly Pupil Progress Meetings
Termly SEND Lead / Class Teacher SEND review meetings
Termly teacher / pupil mentoring discussion
Class teaching observation monitored termly
'Looking for Learning' class observations
Regular observations of the delivery of intervention programmes
SEND Governor termly monitoring of provision

What are the roles and responsibilities of the Governors?

To have regard for the Special Educational Needs and Disability: 0-25 years Code of Practice (2014)
To oversee and monitor provision for all pupils, including those with Special Educational Needs
To elect a SEND Governor to support the SEND Lead in carrying out their duties

Who will oversee the education plan for my child?

Class Teacher
SEND Lead
SAFE Officer
Head Teacher / Deputy Head Teacher

Support for Pupils

How do you differentiate the curriculum?

All teachers differentiate the curriculum to meet the needs of every child in the school setting, through assessment, planning, teaching, use of resources and deployment of staff. Support Staff work alongside the Class Teacher to support pupils individually or in small groups and to facilitate the class teacher working with specific children. Learning is scaffolded to allow all children to access the same learning, where possible.

How is extra support allocated?

According to individual pupil need and available resources Pupils who have Education Health Care Plans receive the support outlined in their plans in consultation with the child, their parents and outside agencies who are involved

What pastoral, medical and social support do you provide?

Pastoral and Social

All staff share responsibility for the well-being of our children
School Chaplain
School Assemblies
Breakfast Club / After School Club / Homework Club
Extra-Curricular Activities
School Council
Attendance Officer
Learning Mentors
SAFE Officer
School Nurse
Play Development Leader

Medical

Level 1 / Level 2 Trained First Aiders
Staff who administer medicine as authorised and directed by parents / carers
Regular training sessions for all staff led by the School Nurse
Regular School Nurse 'drop in' advice sessions for parents
School Nurse health checks

Partnership: Planning, Monitoring and Review

What additional opportunities are there to discuss, plan and review support?

Parent / Teacher / Pupil Consultation Evenings three times a year
Curriculum Information Evenings
Informal meeting with Class Teacher
Appointment with SEND Lead, Head Teacher, SAFE Officer, Health Care / Social Care professional meetings
Email, telephone conversation with relevant professional
Annual Reviews for children with Education Health and Care Plans
Medical Care Plan reviews

Do you employ any specialist staff?

SAFE Officer
Support staff who have experience in delivering speech and language, sensory integration work and targeted learning programmes
Two trained PE teachers
PE coaches

How are children encouraged to contribute their views?

Regular Pupil / Class Teacher 1-1 mentoring interviews to discuss achievement, attainment, target setting, support and attitude to learning
Pupil Questionnaires
Pupil involvement in outside agency professional meetings and reviews where appropriate
SEND Lead,
SaFE Officer

Which services do school access?

We can refer directly to these services if a need is identified:

Educational Psychology Service
Support for Learning Service
Speech and Language Therapy Service
Autism Outreach Service
School Nursing Team

Training

What qualifications do your staff have?

All teaching staff are qualified teachers
The SEND Lead is a qualified teacher and holds the National SENCO Award
Qualified Teaching Assistants – Level 1, Level 2
4 qualified Higher Level Teaching Assistants
2 Qualified Nursery Nurses

What training / disability awareness do you plan to undertake?

Speech & Language Therapy
Child Protection
First Aid
Curriculum Development
Training needs are reviewed and addressed every term

What training have staff recently undertaken?

A comprehensive programme of professional development and training for all staff is provided, both in and out of school.

Recent training from outside providers has included;

- Reading for Inference
- Bar Modelling
- Read, Write Inc. Phonics Training
- Read, Write, Inc. Spelling Training
- Word Aware Training
- Speech & Language Therapy

In house training has included.....

- First Aid Training
- Epi-pen training
- Asthma Training
- Diabetic Training
- Safeguarding
- Speech & Language Therapy
- Zones of Regulation
- Curriculum Development

Accessibility

What do you provide to ensure that all children can access all of the activities offered?

Appropriate levels of staffing
Dedicated adult support for pupil who have identified additional SEN / medical need
Specialist equipment where available
Wheel chair access from front of school / a Y5 classroom/ the playground from KS1/ school hall
Disabled toilet facility
Polish, Czech, Slovak, Russian, Portuguese, Urdu, Gujarati, Hindi, Punjabi , Swedish , Romanian bi-lingual staff

How do you enable all children to access all activities?

Through a fully inclusive curriculum
By making reasonable adjustment to the school environment
The delivery of a personalised, differentiated curriculum
Allocation of support with relevant expertise
Specialist equipment available within school's allocated budget
Commitment to professional development

How do you involve parents and carers?

We actively seek parental advice and views on how best to support their child
We are committed to building a working partnership involving parents / carers and pupils
Advance notice is given of all school events and trips via class teachers, parents meetings, email, newsletter, school app and telephone calls where appropriate

How do parents and carers give their feedback?

Consulting with Class Teacher
Talking with SEND Lead /SAFE Officer
Meeting with Head Teacher
Parental Questionnaire
If you have a concern which is not addressed, please follow school's complaints procedures on the school's website

Transitions

How do you help children and their parents / carers make a successful transfer into the school setting?

School Website / School App available for all parents
Starting school in Foundation Stage;

Prior to entry, Class Teachers / SEND Lead visit nursery, pre-school settings and make home visits

Child visits school for move up day, in Summer Term

Information gathered from professional working with child

Transition meetings with parents

New Reception intake Open Evening

Pupils entering school during the academic year;

Opportunity to visit prior to transfer

Meeting with parents by school intake personnel

Transfer of information from previous school

SENDCo liaison with transferring school if appropriate

How do you prepare pupils for their next move?

Liaison with transferring schools prior to transfer.
Visits to school from staff of transferring secondary schools to meet with pupils
Additional visits to transferring schools, according to need

A Transition Programme for Year 6

SEND Lead discussion with transferring school relating to SEND pupils and transfer of their records

Transition Week for all pupils transferring between classes in school and to Y7

Phase Leader planning to ensure smooth transition

Class Teacher / SEND Lead liaison to ensure transfer of information

Resource Allocation

How is your SEND budget allocated?

According to individual need and available funding

What determines your SEND provision?

The School Governing Body Finance Committee in consultation with the Head Teacher and SEND Lead, determined by school's allocated budget
Local Authority funding bands

What is your decision making process when matching support to need?

The identified needs of the child; cognitive, social, emotional and physical
Professional advice
Parent consultation
Available resources

How are parents / carers involved?

Parents are involved and asked their views at every stage of the SEND process in school
Parents are included in Outside Agency professional involvement
Parents are involved with Local Authority consultation

School Contact Details

Who is the first point of contact?

Your child's Class Teacher

Who is the Special Educational Needs and Disabilities Co-ordinator?

Mrs N Ward
She carries out her SEND Lead role every Monday, Tuesday, Wednesday and Thursday
Should you wish to speak or meet with her, please contact the school office to make an appointment

Who else can parents / carers contact?

Mrs N Ward	SEND Lead
Mrs AM McElhinney	Head Teacher, Designated Person
Mrs R Dickson	Deputy Head Teacher, Designated Person
Mrs L Harvey	Safeguarding and Family Engagement Officer

How do I contact external support services for advice / support

SEND Information Advice Support Service
Tel: 01733 863939 or pps@peterborough.gov.uk

Family Voice
Tel: 01733 313184 Email: chair@familyvoice.info

National Autistic Society (Peterborough Branch)
Tel: 01733 577366 Email: jackieluland@aol.com

Peterborough ADHD Support Group
Tel: 01733 266702

Family GP