



# **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 Co-Ordinator  
Support Staff  
Learning Mentor  
Safe Guarding and Family Engagement Officer  
Play Development Leader  
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.

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?

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

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  
Year Group Impact Reports  
Pupil Questionnaires  
Pupil involvement in outside agency professional meetings and reviews where appropriate  
SEND Lead, SaFE Officer Mentoring support

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  
6 qualified Higher Level Teaching Assistants  
2 Qualified Nursery Nurses  
1 Qualified Learning Mentor

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
- Safe Guarding
- Speech & Language Therapy
- Science 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, Portuguese,

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

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  
"Move Up Day" 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 SENDCo, 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,<br>Designated Person         |
| Mrs R Dickson     | Deputy Head Teacher,<br>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 863979 or [SENDIASS@peterborough.gov.uk](mailto:SENDIASS@peterborough.gov.uk)  
Family Voice  
Tel: 01733 313184 Email: [chair@familyvoice.info](mailto:chair@familyvoice.info)  
National Autistic Society (Peterborough Branch)  
Tel: 01733 577366 Email: [jackieluland@aol.com](mailto:jackieluland@aol.com)  
Peterborough ADHD Support Group  
Tel: 01733 266702  
Family GP