



## **SEND Information Report for St Thomas More RC Primary School**

### **1. What kind of special educational needs provision is accessible for children at St Thomas More RC Primary School?**

St Thomas More RC is a mainstream Primary School, for children aged 4 – 11. It is a fully inclusive school, which aims that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. At St Thomas More School we make provision for the four main areas of SEND:

- Cognition and learning difficulties
- Sensory, medical and physical difficulties
- Communication and interaction difficulties
- Social, emotional and mental health difficulties

### **2. How do we identify children who may have an SEND need? What should I do if I think my child may have a special educational need?**

When pupils have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting.

All children entering our nursery/reception are assessed using Rochdale's Early Years Foundation Stage (EYFS) tracker and Read Write Inc (RWI) Phonics assessment. Pupil progress meetings/discussion are held every term from which we track and identify children who are not making expected national progress. From this, interventions/support programmes are implemented and monitored to ensure that the child makes accelerated progress to close gaps identified.

If our staff think that your child has a SEND issue this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions or are socially struggling. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty, we will call upon the expertise of other professionals to assist us. (what is happening and why) At this point, the class teacher will complete an initial concerns form with parents, outlining problems and try different interventions to help the child make progress. If no or little progress is made, the child may be added to the SEND list and we ask for expertise advice from outside school.

We have an open door policy at the school and welcome any parent to come in and discuss any concerns that they have about their child, we will share with you what we find and agree with you what we will do next and what you can do to help your child. Discussions can take place, first of all, with the class teacher and or the Key

Stage Manager and then Mrs Quigg, school Senco and then Mrs Butterworth, the HeadTeacher.

**3. What provision is made for children with SEND; with and without an EHC Plan.-in respect of:**

**a) How is the intervention/support monitored as to its effectiveness?**

Intervention and support groups (pre teaching and closing the gap groups) are monitored and those children identified as benefiting from intervention/support are tracked against the progress they are making, this is normally at termly pupil progress meetings. If we feel a different intervention would be appropriate and more effective we will adapt programmes and schedules. The intervention programmes have entrance and exit assessments so that we can clearly see the progress and impact of the work. At school we as have a dedicated SEND Governor, Ms P Locke, who works with the SENCO looking at the provision and impact for children on the SEND register.

**b) What are the school's arrangements for assessing and reviewing progress of children with SEND?**

At the beginning of the school year, parents of children on the SEND list are invited into school to discuss desired outcomes for the year ahead

Teachers check how well pupils understand and make progress in each lesson and this is also followed up by constructive deep marking, in line with our Marking and Feedback policy. Those children identified as benefiting from intervention/support are monitored against the progress they are making at termly pupil progress meetings.

Progress of all children is tracked on the Programme of Study software on Sims or Assertive Mentoring on Sims (where appropriate). For children on the SEND list, they may be tracked on a previous year, if appropriate. Writing and reading are also tracked on primary curriculum sheets of previous years, so that gaps are identified and fed into PPPs.

All teachers have a good understanding of writing and evaluating PPPs (Personal Progress Plans) for children on the SEND list who require additional and different work. Targets on PPPs are manageable steps and are reviewed and adjusted every half term. Parents are involved in the evaluation and writing of new PPPs. In the Foundation Stage the children are tracked against the Foundation Stage Profile. We use P level and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.

For children with a statement/EHC plan an annual review takes place once a year, additional, although informal meetings are also held when felt appropriate.

We work closely with outside agencies to assess the progress of children on the SEND list, for instance children receiving additional help from SALT and EP. CAF meetings are set up and all appropriate agencies are invited so that we can provide the best help.

### **c) What is the schools approach to teaching children with SEND?**

We are a fully inclusive school, which ensures that all pupils achieve to their full potential. All our staff are able to adapt their teaching methods to include a range of SEND. We believe in fully including all of the children in the life of the school. Quality first teaching takes place in all of our classrooms. Early intervention is always our priority. 'Closing the gap' groups are set up for children who need to become secure with any objectives that they did not secure in the previous year. We make reasonable adjustments where appropriate; this may be through differentiation, small group work or through 1 to 1 teaching. Provision for children with SEND is a matter for the school as a whole; all our teachers are teachers of special needs. At the heart of our school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of our children. Those with SEND will receive support that is additional and different from the provision made for the other children. We believe in giving the same opportunities to all children, regardless of any SEND need, all children are given the opportunity to take part in after school clubs, school trips and residential. At St Thomas More, we aim to identify children with particular needs on admission, throughout foundation stage and as they move throughout the school.

### **d) How does the school adapt the curriculum and learning environment for children with SEND?**

The use of Assessment for Learning and Kagan strategies by teachers in each class has a positive impact on the quality of learning, enabling children to really understand where they are up to with their learning and the next steps they need to take. All classrooms have working walls to help support the teaching and learning of the pupils.

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. In the classroom, school acts upon the advice from outside agencies, for example; use of laptops, quiet work stations for those with ASD traits, visual timetables; having 'take a break' areas and giving sensory breaks when required.

The school is fully accessible for wheelchair access. We have regular educational visits and residential. Pupils with SEND are always included in these and we provide additional staff to support their full involvement and ensure a full risk assessment is completed by the party leader.

### **e) What additional support is available for children with SEN?**

The school provides various interventions/support that meet the individual needs of the children, these include: 1 to 1 support, precision monitoring, direct phonics, toe by toe, reading, writing and numeracy groups, language groups and pre teaching groups. We have used a range of additional physical aids, sloped writing boards,

corrective seating aids. Children who may require higher or different levels of support have access to appropriately trained support staff, including those from outside agencies. Teaching assistants are in place in Foundation and KS1 classes and KS2 departments, who deliver various interventions across the school. When appropriate, we can reduce pupils timetables so that children can access school at an appropriate need for them, so that they can achieve some success. We also have volunteers gaining school experience. At school, we have positive working relationships with outside agencies, Healthy Young Minds, RANS and Educational Physiologist to help achieve the best help that we can for our pupils. We follow the SEND Code of Practice 2014 and provide personal plans with smart targets.

**f) What support is available for ensuring the emotional and social development of pupils with SEND?**

At school, we run a lunchtime buddies scheme with Year 6 and KS1, this is to help with the emotional and social development of the pupils. Children are always made aware of the open door policy at school and when appropriate given key people to approach when necessary. We have recently created the 'Rainbow Room', this is a safe calming space which can be used to help with the emotional development of children and have become a Rainbows site, so that we can run the Rainbows programme. We take advice from the EP and follow work that builds the development. We also do Lego therapy. To help aid transition between year groups, moving up days take place at the end of the school year. For transition to a different key stage / secondary school additional meetings and visits are arranged.

**4. Who is the named SEND contact?**

Mrs A Quigg  
St Thomas More RC Primary School  
Evesham Road  
Alkrington  
Middleton  
Manchester  
M24 1PY

**5. What specific expertise is available to children with SEND?**

The school has a SENCO, who is part of the Senior Leadership Team and has dedicated time to manage SEND across the school

We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism). When appropriate we get support from local authority services such as Rochdale Additional Needs Service (RANS).

We receive support from speech and language therapy (SaLT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.

When needed occupational therapy work with pupils who need assessment for special seating and physiotherapy help for pupils who need it.

We also have a very positive working relationship with the Educational Psychology Service for pupils who need specialist assessment.

## **6. What specialist equipment and facilities are there for children with SEND?**

There is wheelchair access around school.

We use workstations; picture timetable; countdown timers for pupils who need it

We use personal laptops to aid learning, where appropriate.

We use a range of software (Clicker, Dynamo Maths & RM Maths) on our school network and online games to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.

We use equipment which supports seating and the process of writing – ‘wobbly’ cushions, angled work boards, left-handed pens. We also have a range of sensory equipment for children to use, including the Rainbow Room.

## **7. What arrangements are there for consulting and involving parents of children with SEND?**

Parents are actively encouraged to be partners in their child’s education, we are a child and family centred school, so you can expect ‘no decision about me without me’. For any child on the SEND list, we invite parents in at the start of the year to complete a Wave Three form, to outline the shared objectives that they would like to achieve that year. When we assess SEND we discuss if understanding and behaviour are the same at school and home, we take this into account and work with you so that we are all helping your child in the same way to help make progress.

Throughout the year we have parent information evenings, 2 parent evenings and an end of year annual report. Parents are involved in the review and new targets of the PPPs. Progress and outcomes are also discussed during consultation meetings with the school’s EP. Parents are given a report and a discussion takes place regarding any outcome from the EP. The progress of children with a statement / EHC plan is discussed at their annual review. Parents are invited to share their views, concerns and opinions at Team around the Child meetings. Parents are welcomed and encouraged to come into school at any time to discuss their child’s progress.

## **8. What are the arrangements for consulting children with SEND about, and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

In school, we have a ‘school council’ who meet regularly to discuss concerns of the pupils

## **9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the class teacher regarding their complaint. If the issue can’t be resolved at this level concerns should then be raised to the SENCo then the Head Teacher. If the issue still has not been resolved the parent would be directed to the school’s complaints procedure.

## **10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress. When appropriate we will open a Common Assessment Framework(CAF) and hold Team around the Child(TAC) meetings so all agencies can meet to discuss the best course of action.

#### **11. What are the contact details of support services for the parents of children with SEND?**

Parents are supported through the LA Local Offer, of which the school is part of. The LA's Local Offer signposts the relevant services for parents and we work closely with parents in school to help that find the relevant help and support for them.

#### **Healthy Young Minds (Formally CAMHS):**

[http://healthyyoungmindspennine.nhs.uk/?utm\\_source=withuinmind&utm\\_medium=website&utm\\_campaign=rebrand/](http://healthyyoungmindspennine.nhs.uk/?utm_source=withuinmind&utm_medium=website&utm_campaign=rebrand/)

#### **RANS:**

<http://search3.openobjects.com/kb5/rochdale/fsd/organisation.page?id=GWYGVpIDSwl>

#### **I CAN:**

<http://www.ican.org.uk/help>

#### **12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

Nursery and reception staff liaise closely with parents /carers and new children moving to our school, and where appropriate will arrange to meet a child with SEND in their current setting. All teachers have meetings to discuss their new class with the previous teacher and all relevant information is shared. All pupils have part in 'moving up days' in the summer term before the new school year. We will consult with parents/carers in how we can best meet the emotional needs of the child. We will also consult with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child. We will help to provide opportunities for the child and parent to have supported visits to the new situation.

#### **13. Where is the Local Authorities Local Offer published?**

#### **Rochdale's Local Offer:**

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>