



**ST THOMAS MORE  
CATHOLIC PRIMARY SCHOOL**

**Special Educational Needs & Disabilities (SEND)**

**Information Report**

**2024-25**

**SENDCo: Mrs R Trenholm**

# St Thomas More Catholic Primary School

## SEND Information Report 2024-25

St Thomas More is a Catholic Primary school for pupils aged from 3 to 11. It is part of the Nicholas Postgate Catholic Academy Trust. We recognise that all children have different gifts and talents, and that some children have specific or general difficulties with their learning which we can support them with.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, and speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyscalculia, memory, processing,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, sensory need

### **1) Identification of needs**

#### **a) How does the school identify children with special educational needs?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils through a range of activities. Termly monitoring of pupil progress happens for all individuals and staff will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having a special educational need.

If a teacher feels a child has a specific barrier to their learning, this will be addressed with the SENDCo and other senior leaders.

If required, referral to external professionals such as the Learning Support Service and or the Educational Psychologist to further assess and give recommendations for appropriate provision.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **b) How do we involve parents in planning for those needs?**

At St Thomas More, we appreciate that parents are a child's first educators and regard the partnership with parents and carers as pivotal in ensuring the best support for each child. Any concerns are shared with parents, with targets discussed and future plans put into place with parental consent and co-operation.

The SENDCo and class teacher will invite parents to an initial meeting to discuss pupil's needs and register them on the Special Educational Needs register. SEND Support Plans (SSP) are shared with parents and their child which specify targets and additional support needed. Parents will be invited to a termly review meeting of their child's progress. The SENDCo will liaise with parents if their child needs a referral to specialist services and seek written consent.

## **c) How does the school assess and review pupils' progress towards outcomes?**

The area of Special Educational Needs and Disabilities is divided into four categories which help the adults working with the child to decide what kind of support is needed.

The categories concern the child's:

- cognition and learning;
- social, emotional and mental health;
- ability to communicate and interact;
- medical, physical and/or sensory issues.

**We will follow the graduated approach and the four-part cycle of assess, plan, do, review.**



The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents or families
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and all teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **d) What if my child has complex additional needs?**

Your child's class teacher will share their SSP with you regularly throughout the year, and discuss the provision and support which is in place. As part of this discussion, or through discussion with the SENDCo, we consider whether your child's special educational needs can be met under SEN Support or whether they need an Education Health Care Plan (EHCP).

An **ECHP** is a higher level of support than SEN Support for children with special educational needs, determined by a formal assessment (EHC Needs assessment). Not all children will be entitled to an EHCP. An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social care needs, and set out the additional support to meet those needs. It is a legal document written by the Local Authority (LA) in collaboration with parents, school and any other professionals working with your child. It is intended to ensure that children and young people with an EHCP receive the support and provision they need.

## **2) Support**

### **a) How will my child be supported?**

Children with Special Educational Needs are supported by their class teacher who is responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be adapted and differentiated for individual pupils' needs. Parents will be invited to attend a meeting with their child's class teacher to create or review the plan of support. Assessments will show what levels the child has achieved so that progress can be monitored.

Within school, we have offered the following:

- Focused small group support in Literacy and Numeracy,
- Focused small group support in Phonics,
- Focused small group support in Handwriting and fine motor skills development,
- Gross motor skills development through SEND PE intervention,
- Occupational Therapy,
- Emotional Regulation Therapy (Schools in Mind & Inside Out),
- Speech and language development intervention (Speech and Language Service)
- Sensory assessment and development,
- Communication and interaction support (Speech and Language Service)

### **b) Who in the school will support my child and how will this be monitored and evaluated?**

The SENDCo will have overall charge of all pupils on the SEND register and will monitor and evaluate their progress through termly data analysis. Analysis will enable the SENDCo to provision map and ensure effective intervention is provided to enable improved progress and attainment. Teaching Assistants will be timetabled to deliver targeted intervention to SEND pupils on a daily basis and they will evaluate the impact of such support on a regular basis. All support provided will be on a needs basis and may differ from term to term, or year to year.

### 3) Curriculum

#### **Adaptations to the curriculum and learning environment**

Overall curriculum structure is directed by the government and the National Curriculum, and all children have an entitlement to study a full curriculum. Within school, we have initiated a CUSP (Curriculum by Unity Schools Partnership) curriculum which, along with our NPCAT Teaching and Learning Policy, uses Rosenshine's principles of learning and aims to prevent working memory overload which benefits all children.

Children in Nursery and Reception follow the Early Years Foundation Stage (EYFS) curriculum which allows children to learn effectively through playing and exploring, active learning, and creating and thinking critically. The children work towards Early Learning Goals and readiness for Key Stage 1.

As children progress through school, they follow a creative programme of topics to improve their basic literacy and numeracy skills whilst learning across a broad and balanced curriculum. Children within KS1 and 2 have access to small, focused support groups that target their specific needs when required, but they are supported within the classroom, allowing them to work with their peer group

All lessons are planned with clear outcomes and adaptations or differentiation are used to meet the needs of all individuals. Differentiation is provided through either additional support or specified resources. Teaching Assistants support pupils within class and may provide support through pre-teaching interventions to ensure your child can achieve well within their lessons. Differentiation is the responsibility of all teachers who plan for and deliver lessons using different styles of teaching and meeting individual needs through a range of strategies. High quality teaching is always our first approach and teachers adapt lessons appropriately to meet the needs of all children.

Adaptive techniques teachers use at St Thomas More include:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, staffing and classroom environment (including seating plans),
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, fidget toys, sensory equipment etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### **Additional support for learning**

Teachers have overall responsibility for the welfare of the children in their class. They are supported in this role by the Senior Leadership Team and the Care Team. Our staff are trained to deliver interventions such as focused small group support in Literacy and Numeracy.

We also work with the following agencies to provide support for pupils with additional needs:

- Middlesbrough Psychology Service (Educational Psychologist Support)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Service
- Language and Learning Team
- Hearing Impairment Service

- Occupational Therapy support such as Future Steps
- Harbour Support Services
- Social Care and Outreach Support
- School Nurse
- Attendance and Welfare Services
- Police Community Support Officers

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions on a half term or 6-week basis.
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with an EHCP

#### **4 ) Accessibility**

How accessible is the school environment?

St Thomas More school has wheelchair access with disabled parking at the front of the school. There are disabled changing and toilet facilities available. Interpreters can be provided for parents whose first language is not English and signers can be provided for parents who are hearing impaired. Home school transport is available through the Local Authority, details of which are provided on the Council website.

#### **5) Overall Well Being**

What support will there be for the young person's well-being?

- Individual "Care Plans" are provided for pupils with emotional behavioural needs who require additional pastoral support. These are drawn up by the class teacher and SENDCO in consultation with the pupil and parent and reviewed on a termly basis
- Pupil's behaviour is tracked daily and recorded using "Catch Me Being Good" tracking charts that are linked to their SSP. Charts are reviewed daily with the child and sent home to parents at the end of each week. Pupils reaching their daily and weekly behavioural goals are regularly rewarded
- External support is sought for pupils requiring additional help and this is provided through a range of relevant agencies
- Pupils with particular medical needs are provided with a Health Care Plan that is drawn up by school staff and parents, with advice from medical professionals, and aimed at providing tailored support for their condition. These are reviewed on an annual basis.
- Pupil voice is greatly valued and children are involved in the drawing up, sharing and reviewing any plans written to support their educational, pastoral, medical or social wellbeing.



## 6) Staff Training

What training do staff receive to enable them to support children with additional needs?

- Staff receive regular special educational needs and disability awareness training
- All staff receive regular curriculum training through weekly staff meetings or external support this includes evaluating SEND data and the impact of intervention
- Staff have regular updates in the curriculum and teaching strategies needed for the age and stage of the children they work closely with
- All training is built into termly Continuing Professional Development training forecasts

## 7) Activities Outside of School

**How will the young person be included in activities outside of the classroom including school trips?**

At St Thomas More, we ensure all children have access to a wide, varied and balanced curriculum with a strong emphasis on inclusion and equal access for all. Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum. Visiting artists and theatre companies allow all students access to cultural experiences. All pupils are involved in activities outside of the classroom including school trips and residential stays. Parents are informed of all trips by letter and requested to agree to staff acting in "loco parentis" in order to fully support their child and ensure their safety whilst outside of school. Risk assessments are carried out before any educational visit, and if needed, adaptations are made to ensure that SEND pupils are fully supported. This may involve school asking parents to assist with trips in order to support their child on a one to one basis throughout their visit

All our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to take part in sports days, school plays, workshops, etc.

**No pupil is ever excluded from taking part in activities because of their needs or disability.**

## 8) Transition

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

- Before transferring to another school any SEND information about a pupil is shared by the class teacher who passes on information and SEND Support Plans (SSP) to the new school  
When a child transfers to secondary school the class teacher holds a meeting with the secondary school SENDCo beforehand to discuss pupil's additional needs and proposed provision
- If a child has significant additional needs parents are invited into school to meet the secondary school SENDCo on a one to one basis along with their child

- Regular transition days are held at the Secondary School in order for pupils to familiarise themselves with their future school and prepare them for any changes ahead
- Parents are regularly invited to secondary school open days and evenings where they can meet their child's form tutor and teachers as well as pastoral heads of year
- Even after a child has left our school and is attending Secondary School, where needed, support can continue to be given through our Care Team who are able to attend meetings at the child's new school to ensure there is smooth progression and pupils and parents are appropriately supported.

## **9) Resources**

- School resources are allocated based on need.
- Teaching Assistants are deployed to deliver specific Reading, Writing, Numeracy and emotional wellbeing interventions to groups of pupils and individuals, as well as supporting pupils on a one to one basis in class

## **10) Important Questions:**

### **Who would be my first point of contact if I want to discuss something about my child?**

The Class Teacher or member of the Care Team

### **Who else has a role in my child's education?**

Teaching Assistants, the SENDCo, Head of School and Executive Headteacher

### **Who can I talk to if I am worried?**

Phone the school office and ask to speak to a member of our Care Team or your child's class teacher. They will both be happy to help.

### **Who is the SEND Coordinator and how can I contact them?**

The SEND Coordinator is Mrs Rhiannon Trenholm and she can be contacted via the school office on 01642 317350 or via email on [enquiries@stm.npcat.org.uk](mailto:enquiries@stm.npcat.org.uk)

### **What other support services are there which might help me and provide me with information and advice?**

A member of our Care Team would be happy to signpost you to any additional ones that are available.



## **Help! What does that mean?**

**ADHD** – Attention Deficit Hyperactivity Disorder

**ASD** – Autism Spectrum Disorder

**C&I** – Communication and Interaction

**C&L** – Cognition and Learning

**CoP** – Code of Practice

**CAMHS** – Child & Adolescent Mental Health Service

**EAL** – English as an Additional Language

**EHCP** – Education, Health and Care Plan

**EYFS** – Early Years Foundation Stage

**LO** – Local Offer

**NPCAT** – Nicholas Postgate Catholic Academy Trust

**P&S** – Physical and Sensory

**SaLT** – Speech and Language Therapy

**SEMH** – Social, Emotional and Mental Health

**SEND** – Special Educational Needs and Disabilities

**SENDCo** - Special Educational Needs and Disabilities Co-ordinator

**SSP** – SEND Support Plan

**Plus many more...** Please don't be afraid to ask for clarification if you are unsure.