

St Thomas More VC Academy



SEN Information Report

Prepared: July 2023

Review date: July 2024

School Statement

Mission Statement

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself.” (Mark 12:30-31)

St Thomas More Voluntary Catholic Academy exists to help parents and carers educate children spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice, and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

Introduction

Our special educational needs and disability (SEND) information report provides a comprehensive overview of the school's approach to identifying and supporting pupils with SEND so that they make progress, achieve their best and become confident individuals. This information will be updated annually.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We continually monitor the progress of all learners and use assessment information to ensure that sufficient learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, with senior staff engaging in coaching and supervision.

Key staff with responsibility for pupils with SEN:

The SENCO – Mrs R Hutcherson

The Executive Head teacher – Ms Philippa Donnelly

School Information

Do you have a specialist designated unit/ additional learning support department? No

Total number of pupils with special educational needs and disabilities: 42

Total number of pupils with an EHCP (Education, health and care plan): 10

Broad areas of need that are supported in line with the Code of practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties Sensory and/or Physical Needs.

Special Educational Needs for Which Provision is Made

St Thomas More Voluntary Catholic Academy currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN.

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), specific learning difficulties (SpLD), including Dyslexia and profound and multiple learning difficulties (PMLD).
3. Social, mental and emotional health, including attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and Multi-Sensory Impairment (MSI).

*The school has direct experience of supporting children with all the above, with the exception of PMLD and MSI.

The aims of our SEND policy and practice

Provide pupils with special educational needs and disability with individualised programmes of support to ensure they make the best possible progress from their starting point. To provide quality first teaching with targeted in class support with individualised learning targets that aim to provide next steps in learning.

Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a) The school closely monitors the provision for pupils with special educational needs. This will be reviewed termly by class teachers in consultation with parents, the SENCo, outside agencies (where appropriate) and the pupils themselves.
- b) The progress of pupils with SEN will be evaluated on a termly basis in reading, writing, speaking and listening, mathematics and science in line with the whole school policy for all pupils. In addition, these pupils may be assessed in more specific area(s) of difficulty relating to their individual special educational needs.
- c) Additional support for pupils with SEN might be in the form of:
 - (i) Small group withdrawals for literacy and numeracy
 - (ii) In-class TA support
 - (iii) Social skills groups where appropriate.
 - (iv) Nurture groups for more vulnerable pupils.
 - (v) 1:1 support

What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

- SEND Policy
- Accessibility and Disability Policy
- Accessibility Plan

How will you evaluate the effectiveness of your provision for these pupils?

- Termly pupil progress meetings with the Senior Leadership Team – all teachers are involved and review the progress and next steps for each learner.
- Fortnightly inclusion meetings with the school's inclusion team.
- Annual Reviews for all pupils with Educational Health and Care Plan.
- Termly discussions with SENDCO and parents – looking at targets, steps achieved and next steps in learning to take place as well as support for school and home
- Concerns documented – staff collate information showing areas of concern, strengths used, changes to routines/timetables and provision; these are recorded on the cause for concern forms and or CPOM's recording system.

	<ul style="list-style-type: none"> • Termly parents' meetings to discuss support plans, concerns, targets and progress These meetings ensure that the parents are full involved in pupils learning and next steps.
What is your approach to teaching these pupils?	<ul style="list-style-type: none"> • Pupils have access to 'Quality first teaching' • Pupils are given a support plan that aims to diminish the difference in basic skills for Literacy, Reading and Maths development as well as personalised targets linked to their individual needs. • Teachers, teaching assistants and SENDCO work in partnership to update pupil passports and set the child's next steps on their learning journey and flight path of progress. • All pupils are supported each week to work on their individual pupil passports and some may complete specific learning programmes. • Children with emotional mental health needs are supported through our nurture and ELSA support.
How will you adapt the curriculum and learning environment for these pupils?	<ul style="list-style-type: none"> • The curriculum is adapted for pupils, when necessary, either through support, scaffolding, differentiated learning challenges, adaptations to furniture or classroom environment. • Pupils with dyslexia or other reading/ writing/ spelling diagnosed conditions will be provided with reading and writing overlays, as identified through a visual stress assessment and away from environmental distractions (e.g., light from a window, seating position) All children with identified Dyslexia will also follow a daily support programme using one of the following schemes –precision teaching, Nessy computer programme, reading fluency or phonological awareness programme. • Pupils with ASD (Autism/Asperger's) will be provided with a quiet learning space for 1:1 learning activities with additional visual aids and social stories to support. Social skills interventions are also available when needed along with additional termly support from Northcott Outreach. Quiet learning spaces maybe within the classroom or within our inclusive classroom to avoid environmental disruptions. • Learning environments are assessed frequently for ease of access and appropriateness for pupils with physical disabilities. • Access to and from the school and classroom is reviewed, if required, by IPASS for those children that have physical disabilities – access is adapted when and where needed.

	<ul style="list-style-type: none"> At times some children may require additional support from the schools Inclusion team. Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.
What training is available to staff supporting children and young people with SEND?	<ul style="list-style-type: none"> Intervention training is given to all teaching assistants working with a specialist programme of support. Monitoring of this support is done as part of the school's appraisal cycle. Teaching assistants liaise with the SENDCO to ensure information sharing is key to pupils' success and achievement. All teaching staff are trained on an annual basis with key messages, changes in SEND law and policy. SENDCO attends the termly and annual SEND training and disseminates information to teaching staff and the SEND team. Teaching assistants working with ASD pupils are given regular support and training where required from Northcott Outreach and the speech and language services looking at the use of PECS (picture, exchange programme) and social communication programmes if needed. Training is continuous and changes over time as the pupils develop.
What specialist services and expertise are available or accessed?	<p>Services Include but are not limited to:</p> <ul style="list-style-type: none"> Educational Psychologist Service HCC SEND team ERYC SEND team Tweendykes/Ganton Special School support Northcott Outreach Support Speech and Language Therapist Service HCC Language Unit IPASS – Integrated Physical and Sensory Service Sensory Service Downright Special Whitehouse Behaviour Outreach SENDIASS – Parent Support Early Help School Nursing Team

	<ul style="list-style-type: none"> • CAMHS • Health Visitors
What activities are available for these pupils, outside of the classroom?	<p>Pupils are fully integrated into school life and are able and encouraged to attend any of our school or extra-curricular clubs including sports, cooking, craft and forest school.</p> <p>Pupils also have access to:</p> <ul style="list-style-type: none"> • Social Skills Lessons • Counselling • ELSA • Headstart
How will we prepare and support these pupils when transitioning to new classes/schools?	<p><u>Primary-Secondary Transition</u></p> <p>Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.</p> <p>Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.</p> <p>All children with a Statement of Special Educational Need / Education Health Care Plan must have their secondary transfer placement confirmed by 15th February in Year 6.</p> <p><u>Transition within the school</u></p>

	Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports and / or transition meetings.
How will parents/carers be involved in discussions about and planning for their child's education?	<ul style="list-style-type: none"> • Termly meetings with teachers supported by the SEND team to look at progress, concerns, targets and next steps. • Pupil one-page profiles are used to gather information about pupils, parents, support and medical needs; these are reviewed and updated at least termly. • Support plans are discussed with pupils and parents as part of our termly meetings. • Information evening with parents when requested. • Person centred planning meetings to complete plans, annual reviews and significant changes in a child's needs.
How will children/young people be involved in discussions about and planning for their own education?	<ul style="list-style-type: none"> • Termly parent/child meetings – meeting with SEND team and conversations around pupil progress, achievements, and next steps • Pupil Passport profiles • Support plan targets are discussed with the children • Discussions with the child on wishes and feelings prior to person centred planning meetings • Pupil views around curriculum collected regularly
Special Educational Needs or Disabilities contact details: SENDCo	Mrs Rachel Hutcherson SENDCO 01482 354093 admin@stmhull.org
Executive Headteacher	Ms Philippa Donnelly Executive Headteacher 01482 354093 admin@stmhull.org
Information on where the local authority's offer is published Link to Hull Local Offer website .	