

St Thomas More VC Academy



SEN Information Report

Prepared: July 2020

Review date: July 2021

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 – Mrs K Siedle
The Head of School – Mrs J Eley

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities”

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. 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).
5. The school has direct experience of supporting children with all the above, with the exception of PMLD and MSI.

2. Policies for the identification and assessment of pupils with SEN

- a) Following discussion with parents, class teachers raise concerns in the first instance with the SENCO.
- b) Pupils who do not make adequate progress through the graduated approach may be further assessed in order to gain a better understanding of any underlying learning difficulties. This might be undertaken by external agencies, such as the Educational Psychologist, IPASS, SENSS, Kids, Whitehouse, School Nursing Team, CAHMS, Occupational Health and Speech and Language Therapy Services.

3. 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

4. Contact details of the SEN co-ordinator

The SEN Co-ordinator is Mrs Rachel Hutcherson.

Contact Telephone number: 01482 354093

Email: admin@stmhull.org

5. Expertise and training of staff in relation to children and young people with special educational needs

St Thomas More has a policy of continuous professional development for all staff, including teachers, teaching assistants. This includes training on special educational needs.

The SENCo has undertaken the Postgraduate Graduate Special Educational Needs Coordination course, which meets the requirements of the National Award for Special Educational Needs Coordination.

Some staff have received speech and language training through the use of specialist speech and language therapists and Autism Awareness training through outreach services. Some staff have also received training in Dyslexia Awareness, PECs, Colourful Semantics and Working Memory Training.

Staff receive training 'in house' and from outside agencies where appropriate in order to meet the needs of pupils with SEN in the school.

6. Equipment and facilities to support children and young people with special educational needs

A pupil's need for equipment and facilities is individually assessed. Funding for the purchase equipment may be provided by the school or requested from other appropriate agencies.

7. Arrangements for consulting parents of children with special educational needs about the education of their child

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss the needs of their child with the class teacher in the first instant.

Subsequent to this, parents/carers will be kept informed of progress and outcomes in a number of ways:

- a) Liaison with the class/form teacher informally.
- b) Parents Consultation Evenings when advice and support in helping their child at home can also be given.
- c) At least termly consultations with the class teacher and SENCO
- d) In addition, for pupils with an EHC Plan/Statement of SEN, there will be an annual review of progress and provision.

8. Arrangements for consulting young people with special educational needs about their education

- a) The pupil is involved (as is appropriate) at every stage of the assess, plan, do review process.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:
 - (i) Informally with their class teacher on a regular basis.
 - (ii) Input into their individual pupil passports.
 - (iii) In some instances, the pupil might contribute to a more formal meeting to review their progress and provision. This might be in person, or by submitting a report.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school

Complaints about SEN provision within the school are first dealt with by the SENCO during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher.

If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special education needs

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation.

A full list and links to appropriate organisations can be found on the Hull Authority Local offer website.

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals. Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32

All contact details are detailed in the links provided in the Hull Authority Local offer.

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Primary-Secondary Transition

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.

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.

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.

Transition within the school

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.

13. Information on where the local authority's offer is published

Link to Hull [Local Offer website](#).