

**St Thomas More Roman Catholic Academy**



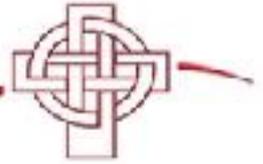
**SPECIAL EDUCATIONAL NEEDS AND / OR  
DISABILITIES (SEND) INFORMATION REPORT**

*All members of our community are given equal opportunities in line with the  
Single Equality Duty.*

**REVIEWED: October 2016**

**DATE OF NEXT REVIEW: October 2017**

**ADOPTED BY BOARD OF GOVERNORS/DIRECTORS: 06.12.16**



## MISSION STATEMENT

**St Thomas More Academy is a Catholic school, and as such we attempt to follow the example of Jesus Christ in our work, worship and relationships.**

Our aims are:

- to be a prayerful community based on Christian values, notably Love, Justice, Peace, Truth and Tolerance, and to encourage individuals in their commitment to these ideals.
- to provide a secure, welcoming and ordered environment in which individuals learn to value and respect both themselves and others.
- to give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
- to encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.
- to help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

## **ST THOMAS MORE R C ACADEMY INFORMATION REPORT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES**

St Thomas More Roman Catholic Academy is a fully inclusive school, supporting **all** students to achieve their potential personally, socially, emotionally, spiritually, physically and educationally. Some children with additional needs may include Looked After Children and / or Pupil Premium. St Thomas More R C Academy recognises that all students regardless of their background and socio-economic status should have equal access to a curriculum that will enable them to make rapid and sustained progress. The academy has a systematic approach to narrowing the gap of disadvantaged students (DA) which is in line with its ethos of focusing on the needs of the individual child.

This document is our Academy Local Offer which links with the North Tyneside Local Offer, our SEN Policy, Equality Duty including Accessibility plan and we hope that it will help you to understand how we support our students with Special Educational Needs and/or disabilities.

To enable us to support our students effectively, we work together with parent / carers to help ensure that the best possible provision is in place for their child at St Thomas More. Parent / Carers are encouraged to be involved at all stages from KS2 transition and are an important part of planning and sharing aspirational outcomes for their children. Parent/Carers are encouraged to attend Information Evenings, Review meetings, Parent Consultation Evenings and Transition Meetings to enable them to monitor progress and provide collaborative support. The SENCO (special educational needs co-ordinator) and Associate SENCO are also available for parent / carers to discuss their successes and concerns on a less formal basis as and when needed.

We consult with students and their families on our local offer via:

- Parent / Carer Consultation Evenings
- Review meetings
- Transition meetings
- Regular informal contact, for example, telephone contact, notes in student planners, e-mail etc.
- Governors
- Website
- Newsletters

### **ASSESSING A STUDENT'S NEEDS**

The progress of all students, whether they have an additional need or not, is important to us. It is expected that staff provide a learning environment where all students can thrive and achieve their potential.

On entry to St Thomas More transition information is given to the Head of Year and SENCO.

## **SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES AND THEIR FAMILIES**

Students are identified as having Special Educational Needs when they fail to make expected progress and are identified as persistently having significantly more difficulty than their peers, despite Quality First teaching intervention or when referred by an Outside Agency.

Many students are already identified as having Special Educational Needs and / or disabilities on entry to St Thomas More and we work closely with primary schools, transitioning schools, families and outside agencies to support a successful transition.

Some of our students are identified as having Special Educational Needs and / or disabilities during their time at St Thomas More. We recognise that some Special Educational Needs and / or disabilities can occur while the student is within the secondary setting. We use our SEN referral system, pastoral advice and student / family consultation in identifying additional needs. The Academy seeks to work with students, their families and outside agencies to ensure that staff are quickly informed and that effective provision can be put in place.

Students who are identified as having Special Educational Needs have their needs met through a tiered support system, sometimes referred to as Wave 1-3 support using an Assess – Plan - Do-Review approach.

### **Wave 1**

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Many students with Special Educational Needs and/or disabilities will have their needs met at this level. Students at Wave 1 are not placed on the SEN Record but their progress is regularly monitored by subject staff and the SEN Department through the academy monitoring systems, a SEN cause for concern referral system, pastoral meetings and regular SEN link meetings.

### **Wave 2**

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level and are not making expected progress despite Wave 1 support. Students at Wave 2 are likely to be placed on the SEN Record in discussion with the student, parent/carers and advising outside agencies. When students are making expected progress they can return to Wave 1 support. If there continue to be significant concerns, support may need to be met at Wave 3.

### **Wave 3**

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

We will share with families any concerns we have regarding a student's learning and progress via:

- KS2 – 3 transition meetings and following transition meetings in Years 9 and 13.
- Discussing the results of routine screening e.g. reading assessments on entry.
- Responding to parental concerns about their child's SEN needs and the support available to support those needs
- Parent / Carer Consultation Evenings

- Contact from Head of Year / Pastoral staff
- Sharing assessment reports from external agencies.
- Reviewing Progress of School Support Plans and individual outcomes at review meetings. All students on the SEN Record are offered an annual review meeting, a Parent Consultation Evening and a drop-in session throughout the academic year. Additional meetings are put in place if needed.
- Students with medical needs, for example, ADHD / ADD, are monitored by CAMHS or NHS services. If they have additional identified educational needs and are placed on the SEN Record, they will have a Support Plan which is reviewed in school.
- Students with an EHCP / Statement will have their Plan / Statement reviewed at least annually, with students, parent/carers and relevant outside agencies invited to attend.
- Students on the SEN Record whose needs can be met from within school provision have Provision Maps which are currently being converted to Support Plans. These outline the student's individual needs, objectives and the support put in place to meet them. These are reviewed at least annually with the student and parent / carers and relevant outside agencies are invited to attend. All review meetings are student-centred and the students are actively involved in setting and reviewing their objectives and support.

#### Student Views:

Central to the process of identification and support is the voice of the student. Student views are sought and recognised at all stages. Students voice their needs and preferences through Pupil Passports, individual views presented at review meetings, sharing in setting and identifying targets and objectives at review meetings, with their support staff, through Pupil Voice, through Pastoral support and in working with Connexions in preparing for adulthood.

#### **How the curriculum is adapted or made accessible through support available within school:**

When a student is identified as having Special Educational Needs, we support their development and progress by:

- Informing and involving all staff of each child's individual needs.
- Providing and supporting strategies for staff, students and families.
- Liaising with external agencies on appropriate strategies to use to promote development and progress.
- Involving parents/ carers and students in decision making processes
- Monitoring and reviewing each student's progress through the use of data e.g. SISRA, Provision Mapping and teacher feedback facilitating individual plan reviews.
- Providing appropriate resources and support.
- Assessment for examination access arrangements
- Supporting access to enrichment activities.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Educational Psychology Service
- Dyslexia Referral Language Communication Team
- Child and Adolescent Mental Health Service (CAMHS)
- School Public Health Nurse
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Hearing Impairment Team
- Visual Impairment Team
- CONNEXIONS
- Children's Services
- Dyscalculia Team
- Moorbridge Outreach Team
- Related Charities and Trusts e.g. Child Brain Injury Trust, Dyslexia Action.

We will work in partnership with other education providers to ensure that students make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to students when they are leaving St Thomas More:

- Transition meetings and post 16 / 18 planning
- Support and liaison for transition visits to external colleges / universities as appropriate.
- Representative from post 16 destinations invited to transition review on student/family request.
- Support from pastoral staff.
- Support from Learning Mentors and visits to post-16 colleges
- CONNEXIONS advice including one to one support as appropriate
- Support from SEN staff including independent travel training
- Ensuring relevant student information is forwarded promptly on request

Support staff are placed where they are needed throughout the school to ensure student progress, independence and value for money.

- In-class support
- Small group support
- One to one support for identified specific programmes.
- Extra curricular support e.g. Reading and Spelling Clubs, Homework Club, Lunchtime Drop-in and supporting students to participate in Academy activities within Health and Safety guidance.
- Supporting subject educational visits and residential activities.
- Encouraging students to fully participate in student life.

Evaluation is important in ensuring that the strategies and curriculum approaches are effective in supporting our students. Evaluation happens through subject tracking, including SISRA data, TA

termly tracking, SEN Link meetings and SEN review meetings. These may include LAC meetings. Data, subject reports, student views, parent/carer views and professional agencies all contribute towards identifying what is working well and identifying any areas which may need additional focus. Review meetings, Consultation Evenings, Pastoral meetings and regular informal contact, all provide opportunities for evaluation and include opportunities to work with students and their families as part of the assessment and review. EHCP plans and their effectiveness are also reviewed and evaluated by the Local Authority.

## **STAFF TRAINING**

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Our subject staff, pastoral staff, School Counsellor, Learning Mentors and SEN teams are recognised for their commitment and high level of expertise in working alongside and supporting students with SEND.

The Academy is committed to continuing professional development with weekly training available to staff to develop teaching and learning strategies including strategies for those students with SEND.

Regular training on Quality First Teaching and Learning approaches are offered annually and are informed by the profile of Special Educational needs and / or disabilities with the Academy as well as on request. CPD sessions are delivered by the SENCO and Associate SENCO. Some topics are delivered as whole school training. North Tyneside offers staff a comprehensive range of courses available to all staff including support staff. The Academy additionally, uses opportunities through the Diocesan Network. Subject staff can request additional advice and training sessions throughout the year and these are then organised by the SENCO and Associate SENCO.

ITT / NQT staff are supported as part of their training programmes and SEND is recognised as an important part of their training.

Our Special Educational Needs Coordinator and Associate SENCO provide advice and guidance to staff. They:

- Ensure strategies from transition and external agencies are shared with relevant staff.
- Provide regular training on SEND issues.
- Attend LA, Diocesan and National training to ensure that practices are updated.
- Facilitate training from external and specialist providers for staff.
- Maintain and update student records on SIMS and Provision Mapping for staff information.
- Make available ICT based SEND information, strategies and resources, including IDP training and organisation
- Facilitate membership of (NASEN) for staff
- Liaise with the Senior Leadership team and Governors.
- Advise staff of relevant CPD opportunities.
- Hold regular SEN Link meetings with subject department representatives.
- Are available for individual advice and guidance for staff
- Attend relevant meetings as appropriate, along with members of the SEN team.

The SEN Teaching Assistants regularly update their training to ensure that they are able to provide effective support and advice. The SEN team has a range of experience and qualifications in supporting students with special educational needs and / or disabilities and have had experience supporting students with Specific Learning Difficulties, Moderate Learning difficulties, Language and Communication difficulties including, ASD and Asperger Syndrome, including Downs Syndrome (KS3) Mild Cerebral Palsy, Speech communication difficulty including stammering, Tourette's, mild ABI, Dyslexia, Dyscalculia, ADHD / ADD, Hearing and Visual Impairment plus a number of medical conditions and Social Emotional and Mental health issues. The Academy has a strong Pastoral Team including a Learning Mentor Team and School Counsellor, who support students with SEMH with whom the SEN Team liaise to support student progress and well-being.

## **SUPPORTING FAMILIES**

The school works in partnership with families to help them support their children's learning outside of school.

Families are also signposted to Support Services / organisations through the LA Local Offer.

- Front Door – North Tyneside Council
- Special Educational Needs and Disabilities Information Advice and Support Service. (SENDIASS)
- Disability Network
- CAMHS
- CONNEXIONS
- All Together Better – North Tyneside Parent Carer Forum

## **FURTHER INFORMATION**

Other useful documents and policies such as our Admissions , Bullying , Safeguarding Children and Child Protection, Single Equality Policies (including SEND Accessibility Plan) and SEND Policy are available on the school website.

All school policies are regularly reviewed with a focus on how they affect students with special educational needs or disabilities.

The school's self-evaluation process looks at teaching and learning for students with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of students with special educational needs and disabilities.

The School Governor for SEND is Mr David Campbell

If you would like further information about what we offer here at St Thomas More RC Academy, then please contact Mrs H. Denham (Special Educational Needs Coordinator) on: 0191 2588340

**School entitlement offer to pupils with special educational needs or disabilities**

	<b>Support Available Within School</b>
<p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Individual strategies as given by supporting outside agency</li> <li>• Visual timetables</li> <li>• Areas of low distraction</li> <li>• Support / supervision at unstructured times of the day.</li> <li>• Social skills programmes / support including strategies to enhance self- esteem.</li> <li>• Small group work to improve skills.</li> <li>• ICT is used to support learning where appropriate.</li> <li>• Strategies / programmes to support speech and language development.</li> <li>• Strategies to reduce anxiety / promote emotional wellbeing.</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of students.</li> <li>• Planning, assessment and review.</li> <li>• Work with students, parents, carers and staff to develop and review plans based on the need of the student.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students.</li> <li>• Differentiated curriculum and resources.</li> </ul>

<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <p>Specific Learning Needs</p> <p>Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• Individual strategies as given by supporting outside agency</li> <li>• Strategies to promote/develop literacy and numeracy.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where appropriate.</li> <li>• Additional Literacy Lesson Year 7 – 9 for identified students, using a phonics approach based on Fresh Start from Read Write Inc.</li> <li>• Accelerated Reader for all Year 7 and selected English Groups in Years 8-11</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for students with special educational needs is monitored through the academy self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students.</li> <li>• Work with students, parents, carers and staff to develop and review plans based on the need of the student.</li> <li>• Differentiated curriculum and resources as appropriate.</li> <li>• SEN TA support is predominantly placed in the classroom supporting students in the learning environment, maximising inclusion.</li> </ul>
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## **Social, Mental and Emotional health**

e.g.

- Behavioural needs
- Social need
- Mental health needs
- Emotional Health and Wellbeing

- The Academy's ethos values all students and provides strong and effective Pastoral support.
- Behaviour management systems and pastoral support encourage students to make positive decisions about behavioural choices.
- The Academy's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.
- Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities.
- The Academy provides effective pastoral care for all students.
- Support and advice is sought from outside agencies to support students, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.
- Alternative curriculum opportunities are used to offer a different approach to learning and skills acquisition.
- The Learning Mentor Team support students with Social, Emotional and Mental Health needs. Small nurture groups, Key Skills activities and CBI are some of the activities provided to support student's needs.
- The School Counsellor works with individual students on an appointment basis.
- Information and support is available within school for behavioural, emotional and social needs. Heads of Year hold regular Pastoral Meetings with the SLT link, Learning Mentors, School Counsellor and SENCO.
- There are number of activity groups for identified students run by the Learning Mentors.
- The SEN team run a lunch time group for vulnerable students.

<p><b>Sensory and Physical Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support students, where appropriate.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Support to access the curriculum and to develop independent learning. Advice and guidance is sought and acted upon to meet the needs of students who have significant medical needs.</li> <li>• Access to Medical Interventions.</li> <li>• Access to programmes to support Occupational Therapy / Physiotherapy.</li> <li>• Support with personal care if and when needed.</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of students.</li> <li>• All buildings have entrances that have ramps fitted to allow wheelchair access. There is a lift allowing access to all floors of the main teaching block.</li> <li>• Lessons in other areas of the Academy can be timetabled to the ground floor.</li> <li>• The Academy has accessible toilets and a lift to access the library and Maths department.</li> </ul>
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By consulting with our students, families, staff and professionals, and using these strategies, we aim to support our students with SEND as effectively as possible to enable them to access the curriculum and participate in extra-curricular activities alongside students without SEND. The academy has an inclusive ethos and works to enable all students to have access to a full and enriching learning experience.

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

**Note**

Parents can contact the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 643 8313. [sendiass@northtyneside.gov.uk](mailto:sendiass@northtyneside.gov.uk)

The following link will take you to North Tyneside's Local Offer which outlines provision for children in the authority with additional needs:

<http://www.northtyneside.gov.uk/browse-sub-cat.shtml?psubjectCategory=1618>