



**St Thomas More
Catholic High School**

Special Educational Needs And / Or Disabilities (SEND) Information Report and Local Offer

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

SLT Responsible:

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**Adopted By Local Governing
Committee**

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St Thomas More Catholic High School Local Offer for Students with Special Educational Needs And/ Or Disabilities and Information Report

This document is our school’s Local Offer which links with the North Tyneside Local Offer, our SEND 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.

<p>What types of SEND are provided for at St. Thomas More?</p>	<p>Cognition and Learning Including Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD); Profound and Multiple Learning Difficulties (PMLD); Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, Developmental Coordination Disorder.</p> <p>Communication and Interaction Including Speech & Language and Communication Needs (SLCN); Developmental Language Delay (DLN); Autism Spectrum Condition (ASC) including Asperger’s Syndrome.</p> <p>Social, Emotional and Mental Health Difficulties Including Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders); Attention Deficit Disorder (ADD); Attention Deficit Hyperactivity Disorder (ADHD); Attachment Disorder (AD); Trauma.</p> <p>Sensory and/or Physical Needs Including Vision Impairment (VI); Hearing Impairment (HI); Multi-Sensory Impairment (MSI); Physical Disability (PD).</p>
<p>A whole school approach</p>	<p>St Thomas More Catholic High School is a fully inclusive school, supporting all students to achieve their potential personally, socially, emotionally, spiritually, physically and educationally.</p> <p>We are a community based upon Christian values, and encourage everyone to strive to do their best. Consequently, as a school we pride ourselves upon the relationships that we develop with all of our students, and understand that knowing each individual is paramount to helping them to progress.</p> <p>High quality teaching is at the heart of all that we do. We have very high expectations for all of our students and this is embedded within our ethos and regularly discussed with all staff. Quality First Teaching and a differentiated approach to teaching and learning are key and teachers are responsible for every student in their care, including those with special educational needs and/or disabilities.</p>

	<p>The support provided for students is regularly reviewed using an 'Assess – Plan – Do – Review' cycle known as the graduated approach. 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.</p> <p>Wave 1 Wave 1 is high quality, inclusive teaching which takes into account the learning needs of all the students 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 SEND record but their progress is regularly monitored by subject staff and the Learning Support Department through the school's monitoring systems, a SEND concerns referral system, and regular pastoral meetings.</p> <p>Wave 2 Wave 2 outlines specific, additional and time-limited interventions provided for some students 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 SEND 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 continues to be significant concerns, support may need to be met at Wave 3.</p> <p>Wave 3 Wave 3 is targeted provision for a small percentage of students who require a high level of additional support/specialised provision in order to address their needs.</p>
<p>How do we identify children and young people with SEND to address their needs?</p>	<p>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 identified by an outside agency.</p> <p>Identification of students with SEND results from:</p> <ul style="list-style-type: none"> ● Information shared on entry to St. Thomas More from either the primary or previous school ● Progress based on data analysis ● Teacher referrals ● Head of Year referrals ● Parent/carer referrals ● Student self-referrals ● Information and/or advice from an outside agency <p>The school 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.</p>

<p>What is the local offer?</p>	<p>North Tyneside’s local offer outlines the provision for children in the authority with additional needs. It can be found using this link:</p> <p>https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send</p>
<p>What is the name and contact details of our SENCO?</p>	<p>Laura Warland, Assistant Headteacher Inclusion, is the school’s SENCO.</p> <p>She can be contacted by email at info@stmacademy.org.uk or by telephone on 0191 258 8340.</p> <p>We also have three Associate SENCOs: Martin Briggs and Erin Fairlamb who link to year groups and support SEND provision for students on the register; and Molly Hole, who oversees the school’s intervention programmes for students with SEND.</p>
<p>Who is the School Governor for SEND?</p>	<p>Father C Hughes and Ms C Edwards are the School Governors for SEND.</p>
<p>How do we consult with parents/carers of children with SEND and involve them in their child’s education?</p>	<p>We firmly believe that parents/carers must be fully involved in decisions as they know their child best and hold key information. When schools regularly and effectively engage with parents/carers, this often leads to improved outcomes for students, attendance and behaviour.</p> <p>We regularly discuss with parents/carers the support that their child is receiving and the impact it is having. We like to fully involve families in the decision-making process about their child’s support and will inform parents/carers of any changes, concerns and progress.</p> <p>Consulting with parents/carers includes:</p> <ul style="list-style-type: none"> ● Review meetings (all students with EHCPs have an annual review, and those on SEND Support Plans are also offered an annual review meeting) ● Parents’ evenings ● Results of routine screening (eg. reading assessments) ● Responding to any parental concerns (by phone, email or in person) ● Sharing assessment reports from external agencies ● Termly meetings are offered to discuss progress and share any concerns. ● All students on the SEND record will have a support plan which is shared with all of their staff and a copy shared with parents
<p>How do we consult young people with SEND and involve them in their education?</p>	<p>It is very important that students are also part of the decisions about their own needs, progress and support.</p> <p>Students on the SEND record are assigned to a key worker who will either be the AHT Inclusion, Associate SENCO or one of our large team of 11 experienced Learning Support Assistants (LSAs).</p>

	<p>We consult with students by:</p> <ul style="list-style-type: none"> ● Regular 1:1 meetings ● Compiling a student passport with their views on their own learning which is shared with their teachers and support staff ● Student voice meetings ● Students with an EHCP and those on SEND Support have the opportunity to share their views as part of the review process ● Parents' evenings which students are also expected to attend
<p>How do we assess and review young people's progress towards outcomes?</p> <p>What opportunities are there to work with parent/carers and young people as part of any assessment/reviews ?</p>	<ul style="list-style-type: none"> ● Progress is continually monitored by teachers, and the Learning Support department. ● We look closely at the impact of interventions. ● The progress of children with an EHCP is formally reviewed at an Annual Review with all people involved with the child's education, health and care. ● AHT Inclusion and Associate SENCOs review the progress of all students on the SEND record after a report. ● Learning Support discuss each student every half-term to review their progress towards their targets. ● AHT Inclusion/Associate SENCO attend every parents' evening. ● Both parent/carer and student's views are captured ahead of and during annual reviews to review outcomes and set new goals. ● Students' views are captured to create their student passport. ● Key workers discuss progress with parents and students, and share any concerns.
<p>How do we support children and young people in moving between phases of education and in preparing for adulthood?</p>	<p>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.</p> <p>To ensure a successful transition to St. Thomas More for students with SEND:</p> <ul style="list-style-type: none"> ● The school holds an open evening for all primary students and their families who are in the process of choosing a secondary school and the AHT Inclusion and Associate SENCOs are available to speak to parents/carers. ● We contact our feeder primary schools to find out as much information as we can about the needs of students transferring to us. ● There is detailed and considered planning between us and the feeder schools to support the students' move. ● Extra transition days and activities are offered for those students identified as needing extra support with transition. ● The school hosts two transition days in July for all students moving to St. Thomas More. ● Student plans are created for each student on the SEND record and shared with all of their class teachers so all staff are highly aware of individual students.

	<p>We provide the following support to students when they are leaving St Thomas More:</p> <ul style="list-style-type: none"> • 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 • Support from Learning Support staff including independent travel training • Ensuring relevant student information is forwarded promptly on request
<p>What is our approach to teaching children and young people with SEND?</p>	<p>We have high expectations and aspirations for all of our students.</p> <p>All students on the SEN record have an individual plan created and shared with all of their class teachers and LSAs. This includes information about their strengths, areas they find difficult and suggested strategies to support their progress. These are reviewed regularly throughout the year.</p> <p style="text-align: center;"><u>If a child/young person has difficulties with Literacy and Learning</u></p> <p>Students have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality First Teaching with appropriate differentiation (including best SEND practice) • Provision to support access to the curriculum and to develop independent learning • In class scaffolding including writing frames, word banks, cloze passages, sentence starters • Visual aids to support key vocabulary, concepts and themes • Accelerated Reader programme • Homework support • Assessment for identification of significant needs • Dedicated and caring staff who value all staff regardless of ability <p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none"> • Small group targeted intervention programmes delivered to students to improve skills in a variety of areas, eg. reading skills groups etc. • Additional Literacy Lesson(s) Years 7 – 9 for identified students, initially using a phonics approach

- Access to Lexia PowerUp, an ICT based literacy programme
- Targeted lunchtime clubs for vulnerable students
- Reading and Spelling clubs
- Learning Support Assistant support in some lessons

Targeted individual support may include:

- Where needed, help from an external agency (eg. Educational Psychologist, Dyslexia Referral Team)
- Use of strategies recommended by supporting outside agency
- Precision Teaching (an intervention programme)
- Boosting Reading @ Secondary
- 1:1 support from an LSA
- Exam Access Arrangements

Learning Support Assistants (LSA) are predominantly placed in the classroom to support students in the learning environment, maximising inclusion.

If a child/young person has difficulties with Communication and Interaction

Students have an opportunity to access:

- Quality First Teaching with appropriate differentiation (including best SEND practice)
- Visual aids to support key vocabulary, concepts and themes
- In class scaffolding including step by step instructions and use of clear, unambiguous language
- Visual timetables
- Areas of low distraction
- Support / supervision at unstructured times of the day
- Homework support
- Accelerated Reader programme
- A differentiated approach to the implementation of the school's behaviour policy, with a strong focus on restorative justice
- Assessment for identification of significant needs
- Dedicated and caring staff who value all staff regardless of ability

Support for targeted groups of students may include:

- Social skills programmes
- Inference skills in small group sessions
- Learning Support Assistant support in some lessons
- Access to help from an external agency (eg. Speech and Language Therapy, Language and Communication Team)
- Use of strategies from supporting outside agency

Targeted individual support may include:

- Individual strategies recommended by supporting outside agency
- 1:1 support from an LSA
- 1: 1 sessions with a Speech and Language Therapist
- Exam access arrangements

If a child/young person has difficulties with sensory and/or physical needs

Students have an opportunity to access:

- Quality First Teaching with appropriate differentiation (including best SEND practice)
- Visual aids to support key vocabulary, concepts and themes
- ICT to increase access to the curriculum
- Support / supervision at unstructured times of the day
- Homework support
- Occupational Therapy Services
- Assessment for identification of significant needs
- Building have entrances that have ramps fitted to allow wheelchair access
- Lift allowing access to all floors of the main teaching block
- Timetables considered and rooms timetabled to the ground floor when appropriate
- Accessible toilets
- Dedicated and caring staff who value all staff regardless of ability

Support for targeted groups of students may include:

- Medical care plans
- Handwriting / fine motor / keyboard skills training
- Speed Up! Handwriting lessons

- Access to assistive technology, software, audio digital books, Ipad
- Use of strategies from supporting outside agency
- Learning Support Assistant support in some lessons

Targeted individual support may include:

- Personalised plans
- 1:1 support from Sensory Support Service or Occupational Therapy
- Specialist equipment and materials
- Individual strategies recommended by supporting outside agency
- 1:1 support from an LSA, including for personal care if and when appropriate
- Exam access arrangements

If a child/young person has difficulties with social, emotional and mental health needs

Students have an opportunity to access:

- Quality First Teaching with appropriate differentiation (including best SEND practice)
- Strong pastoral team including form tutor, Head of Year, Assistant Head of Year, school counsellor, family support worker and Learning Mentors
- Thrive programme in Year 8
- A differentiated approach to the implementation of the school's behaviour policy, with a strong focus on restorative justice
- Support / supervision at unstructured times of the day
- Homework support
- Assessment for identification of significant needs
- Dedicated and caring staff who value all staff regardless of ability

Support for targeted groups of students may include:

- Social skills small group sessions
- Wellbeing groups
- Use of strategies from supporting outside agency
- Year 11 support with revision skills and stress-management
- Year 11 support with college applications and career paths
- Learning Support Assistant support in some lessons

	<p>Targeted individual support may include:</p> <ul style="list-style-type: none"> • 1:1 support from school counsellor • Outside agency input (eg. Educational Psychologist, Camhs) • Individual strategies as given by supporting outside agency • Flexible timetables • 1:1 support from an LSA • Exam access arrangements
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<ul style="list-style-type: none"> • All students have access to a broad and balanced curriculum. • Teachers plan lessons and homework according to the specific needs of all in their class, and will ensure that a child's needs are met. • A Learning Support Assistant (LSA) may work with the teacher to support learning in the classroom. • Specific resources and strategies used as appropriate. • Timetables are adjusted for some to provide more specialist literacy interventions. • Specific vocational qualification in Year 10s and 11, including Construction.
<p>How do we train staff to ensure that they are fully able to support children and young people with SEND?</p>	<p>We ensure that we are fully up to date with knowledge and practice through the following methods:</p> <ul style="list-style-type: none"> • Attendance at all SENCO network meetings • In school sessions for staff delivered by Learning Support or by external professionals • The school 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 • North Tyneside offers staff a comprehensive range of courses available to all staff including support staff. • Subject staff can request additional advice and training sessions throughout the year and these are then organised by the AHT Inclusion and Associate SENCO • ITT / ECT staff are supported as part of their training programmes and SEND is recognised as an important part of their training • AHT Inclusion shares updates and discusses practice at middle leaders' meetings • Whole staff area with access to CPD resources on all areas of SEND • Meetings with relevant staff to discuss support and strategies for individual students • Ensure strategies from transition and external agencies are shared with relevant staff • Up to date student records on Class Charts for staff

	<ul style="list-style-type: none"> • Advise staff of relevant CPD opportunities
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>It is our firm belief that we must ensure high quality provision for all of our students with SEND. Therefore, we regularly monitor this provision in the following ways:</p> <ul style="list-style-type: none"> • Observations and learning walks • Data analysis • Scrutiny of students' work • Success rates in respect of targets • Assessment records • Departmental monitoring • Monitoring procedures for identification, assessment and provision for students with SEND • Scrutiny by link governor
<p>How do we ensure that children and young people with SEND are enabled to engage in activities available with those in the school who do not have SEND?</p>	<p>We are fully committed to ensuring that all of our students feel they are a valuable member of our school community and inclusion is at the heart of our ethos.</p> <p>We make every effort to include all students in school trips and visits, writing an individual risk assessment if and when required. We will help to prepare the children and young people for these trips and visits, and for any other changes to their school day.</p> <p>We also actively encourage the participation of students with SEND in extra-curricular activities and this is always discussed in review meetings with students and their parents/carers.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>We support our students with their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • PSHE lessons • Assemblies • Sessions with learning mentor • Counselling • Social skills group • Nurture/friendship groups • Key workers for students on SEND record, as someone they can talk to • Strong pastoral team • Lunchtime clubs

	<ul style="list-style-type: none"> • Thrive programme in Year 8 • Outreach work • Support from outside agencies
<p>What measures are there to prevent bullying?</p>	<p>St Thomas More Catholic High School is committed to ensuring that every student is treated with respect and dignity and will take action to prevent or redress instances of bullying or discrimination. The school believes that people should not be discriminated against or bullied because of their race, gender, sexual orientation, religious belief, or because they have special or additional needs.</p> <p>We have a range of strategies to try to prevent bullying:</p> <ul style="list-style-type: none"> ● Regularly and consistently promoting the school’s behaviour and anti-bullying policies which requires all students to be tolerant of others ● Regularly reinforcing the school’s Catholic ethos of Christian values of love, tolerance, respect and community ● Reinforcement of the clear message that bullying has no place in our school ● Training for all staff on the school’s behaviour and anti-bullying policies and systems ● Supervision by school staff at all break and lunch times, during lesson changeover, and upon leaving the school at the end of the day ● Strong pastoral team who are available for students to talk to, and who take swift and decisive action ● PSHE lessons and assemblies to reinforce anti-bullying message and ethos of tolerance ● PSHE lessons and assemblies which focus explicitly on cyber-bullying ● Effective recording systems ● Work with multi-agency teams, including Police as appropriate ● Close liaison with parents/carers
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of each individual student.</p> <p>The other people / agencies and teams providing services to children with a special educational need / disability in school include:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Dyslexia Referral Team • Language Communication Team

<p>support children and young people with SEND and their families?</p>	<ul style="list-style-type: none"> • Child and Adolescent Mental Health Service (CAMHS) • School Public Health Nurse • Speech and Language Therapy (SALT) • Occupational Therapy • Physiotherapy • 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. <p>We make referrals to outside agencies when appropriate, seek their advice on needs and strategies, and invite all relevant professionals to annual review meetings for EHCP students.</p> <p>We work with other professionals in multi-agency meetings to secure the most appropriate support for our most vulnerable students and their families.</p>
<p>What arrangements are there for handling complaints from parents/carers of children with SEND about the provision made at the school?</p>	<p>We strive to forge strong partnerships with parents/carers and to involve them fully at every stage. We would encourage anyone with a concern or complaint to contact us and we will aim to resolve it swiftly.</p> <p>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 phone to arrange an appointment to come into school and discuss matters further with Assistant Headteacher Inclusion or one of the Associate SENCOs.</p> <p>Although formal school complaints procedures are in place and can be made by emailing, writing to or phoning the school, we would always hope to resolve any issues or concerns informally by working in partnership with parents.</p>
<p>What support services are available for parents/carers of children and young people with SEND?</p>	<p>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 8317 or 0191 643 8313. Alternatively they can be emailed at sendiass@northtyneside.gov.uk</p> <p>Further information can be found by clicking on this link: https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass</p>

	<p>The school works in partnership with families to help them support their children’s learning outside of school.</p> <p>Families are also signposted to services / organisations through the LA Local Offer.</p> <ul style="list-style-type: none"> • 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 <p>North Tyneside’s Local Offer: https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send</p>
<p>Further information</p>	<p>Other useful documents and policies such as our Admissions, Bullying, Safeguarding Children and Child Protection and Single Equality Policies (including SEND Accessibility Plan) are available on the school website.</p> <p>All school policies are regularly reviewed with a focus on how they affect students with special educational needs or disabilities.</p> <p>For any further information about special educational needs and/or disabilities please contact Laura Warland, Assistant Headteacher Inclusion, by email at info@stmacademy.org.uk or by telephone on 0191 258 8340.</p>