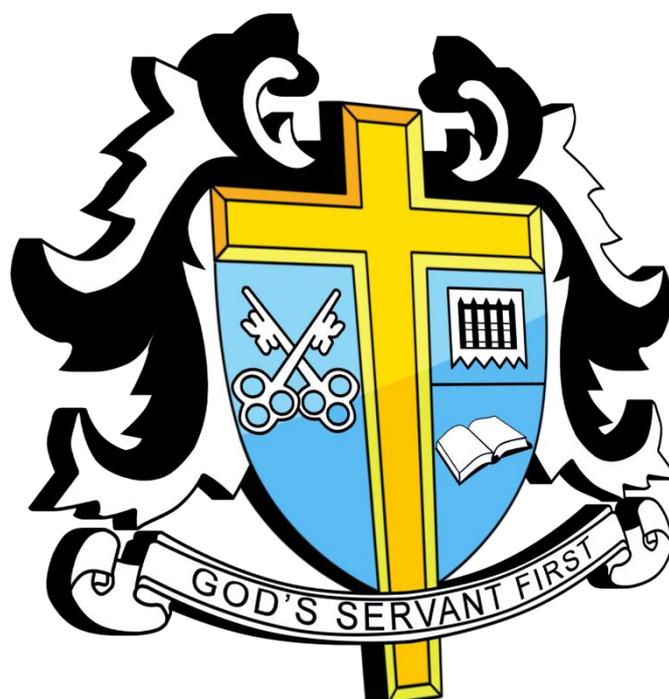


St Thomas More High School SEND Information Report



Contents

Introduction	1
Information & Guidance	1
Categories of Needs	2
Assessment, Planning, Doing and Review Cycle	4
Access Arrangements.....	4
Curriculum.....	5
Intervention	5
Glossary.....	6

Introduction

At St Thomas More High School there is an expectation that all students irrespective of their needs, should be offered inclusive teaching and learning which will enable them to progress in school and beyond to the best of their ability.

St Thomas More High School is an inclusive school and offers a range of provision to support students with their specific needs. The broad areas of needs are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical needs.

The support will be personalised to what each student needs following assessments by the SEN department or external agencies. By providing what your child needs in their school life we will ensure their progress and we hope they will become resilient, confident learners.

Information & Guidance

Who is who? Who do I contact when I have concerns to discuss around my child?

SENCO: Miss Rattenbury

Responsible for: applying the school's SEN policy.

- Coordinating provision for students with SEN and putting the SEN policy into practice.
- Ensuring that parents are: involved in supporting their child's progress and learning.
- Inform parents about the range and level of support offered to their child and included in any reviews of their child's progress.
- Consultation with feeder primary schools regarding transition.
- Liaising with external agencies for advice and support.
- Ensuring all school staff training remains up to date to ensure learning is inclusive.

Categories of Needs

Code of Practice 2014. Internal support and external agencies support.

External support in **Bold**

Communication and interaction.

Autistic Spectrum Disorder (ASD):

- **Access to St Christopher's school. Specialist Provision and expertise in ASD & ADD, ADHD.**
- Social Stories.
- Social Autopsies.
- Key LSA/Mentor
- **Educational Psychologist**

Speech, Language and Communication Needs.

- **Via EHA (Early Health Assessment) access to Speech and Language therapist.**

Moderate Learning Needs.

- **Assess, Plan, Do and Review approach to identify what curriculum interventions are needed, group or personalised intervention**

Specific Learning Needs.

- Assess, Plan, Do and Review approach to identify what curriculum interventions are needed. Group or personalised.
- **Educational Psychologist**
- Various programs such as handwriting intervention to develop co-ordination.
- Access to LSA (Learning Support Assistant / Mentor)

Behavioural Emotional and Social Development Needs.

- *Behavioural Needs- Emotional and Mental Wellbeing.*
- LSA support
- **Access to specialist support**
- Access to councillors with various expertise eg BCCS Councillor.
- Access to Pupil Support Mentors.
- Support from Year Group Hubs which include: Pupil Support Mentors, Pupil Progress Mentors, Director of Learning i/c Behaviour and Safety, Director of Learning i/c Director of Achievement, Pupil Support Co-ordinator liaising with external agencies, SENCO and Deputy SENCO.
- **Access to CAMHS (Child and Adolescent Mental Health Service) via EHA**

Sensory and Physical Needs.

- Hearing Impairment.*
- **Via access to external support from a Hearing Support Specialist there is access to FM receivers & Hearing Loops.**
- Visual Impairment.*
- **Via Kingsdown Special School access to specialist support.**
- Physical Impairment.*
- Disabled toilets.
- Lift.

Medical

- **Access to any external NHS specialist needed.**
- Care Plan.
- Medical room.
- Secure storage for medication.
- Access to School Nurse can be arranged.

Assessment, Planning, Doing and Review Cycle

Assessment, Planning, Doing and Review Cycle

How will I know how well my child is doing?

- Teachers monitor and identify students who are not making progress by regular marking and reporting. The Director of Learning i/c Pupil Progress with the Pupil Progress Mentors are involved in the management of this process. Parents receive regular updates via progress reports.
- Should a child need more support with their progress, discussions will take place within year group hub meetings where a decision is made about the most appropriate intervention. The intervention could be with the SEN team, Pupil Support or Pupil Progress Mentors.
- A meeting with the student will take place to gather their views. This is recorded using an ISP (Individual Support Plan) with the Pupil Support Mentors or academic monitoring with the Pupil Progress Mentors.
- If the child has an EHC plan or are SA+, their views are recorded on a provision map. The provision map explores with the child, parents and SENCo what they want to achieve, what they can consider their strengths to be, as well as areas they wish to improve. These are then shared with the staff to ensure the best possible support and intervention is given.
- Regular meetings review progress towards outcomes. Sometimes, the views of parents, the child and external agencies are sought in order to support the young person. The reading and spelling age of all students is tested regularly during the year across KS3 and KS4 to ensure the curriculum supports but also provides stretch and challenge.
- If, as part of the review, the young person identifies emerging or existing significant difficulties, further support maybe requested from external agencies.

Access Arrangements

Test and Examinations: Access Arrangements

- All students who meet the criteria will be tested for Access Arrangements in year 9 and again at the start of year 12. The Access Arrangements may give students the entitlement of the following: additional time, rest breaks or the use of a scribe or laptop.
- You can discuss with the SENCo your child's eligibility and how the application process works. Only tests and assessors authorised by the school and recognised by the JCQ can be accepted for access arrangements for public examinations.

Curriculum

Curriculum

Our approach is to personalise your child's curriculum diet and the range of ways we support them.

Teachers are trained to meet the diversity of all their classes and close monitoring and planning goes into lessons at St Thomas More High School.

- Grouping arrangements are flexible in order to facilitate the greatest amount of progress for all students.
- The Key Stage 4 curriculum is of a diverse range enabling all students to gain qualifications. The qualifications include GCSE's BTEC and Functional Skills.

Intervention

Intervention

- Interventions at St Thomas More High School include Symphony Maths, Lexia Reading and Reading Labs. All these interventions are led by the Whole School Intervention Leader.
- The interventions are built into your child's curriculum to enable them to make the most progress in their Maths and English.

Other interventions include:

- One to One Key Stage 3 & Key Stage 4 curriculum support.
- Focused reading groups.
- Small group Key Stage 3 & Key Stage 4 intervention.
- Study club with support with Extended Learning.
- Toe By Toe dyslexia program.

GLOSSARY

SEND	Special Educational Needs & Disabilities
SENCo	Special Educational Needs Co-ordinator
ASD	Autistic Spectrum Disorder
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
LSA	Learning Support Assistant
BCCS	Brentwood Catholic Children's Society
FM Receiver	For use with hearing aids
NHS	National Health Service
SA+	School Action Plus
JCQ	Joint Council for Qualifications
Access Arrangements	Pre-examination adjustments for candidates based on evidence of need and normal way of working
Lexia Reading	Provides explicit systematic personalised learning aimed at advancing reading skills
Symphony Maths	A web-enabled program which helps students understand at a conceptual level moving at their own speed learning how maths works.
Toe by Toe	Reading system using unique syllable division to boost literacy, self-esteem and confidence with reading
Reading Labs	An interactive personalised reading programme used to develop independent, confident readers
Social Skill Autopsies	A strategy to promote and develop social competencies by analysing actual social errors and discussing behavioural options that the child could have used in order to improve the situation

Further information about support and services for students can be found in:

Southend Local offer

<http://www.southendinfopoint.org/kb5/southendonsea/fsd/localoffer.page>

Parent partnership

http://www.southend.gov.uk/info/200171/children_and_families/275/childcare/3

The Code of Practice 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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