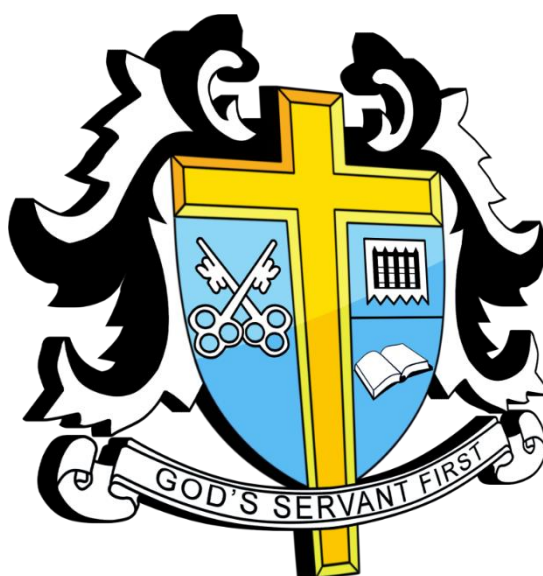


St Thomas More High School SEND Information Report – September 2018



Contents

Introduction	1
Information & Guidance	1
Categories of Needs	2
Assessment, Planning, Doing and Review Cycle	4
Transition	5
Staff Training	5
Access Arrangements	5
Curriculum	6
Intervention	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 following assessments by the SEN department or external agencies. Our hope is that your child will grow and develop into resilient, confident learners, ready for life as citizens in the wider world.

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.

What needs we have currently 2017/2018

Year group	Education Health & Care Plans	SEN Support
Year 7	4	12
Year 8	6	5
Year 9	5	9
Year 10	3	10
Year 11	4	6
Totals	22	42

SEN register total 64

Needs percentages 2017/2018

Needs	Percentage
Moderate Learning Difficulties	15.6%
Severe Learning Difficulties	1.5%
Social Emotional & Mental Health Difficulties.	18.75
Specific Learning Difficulties	9.3%
Speech, Language & Communication Need	7.8%
Hearing Impaired	6.25%
Visual Impairment	1.5%
Physical Disability	1.5%
Other	3.1%

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 EHFA (Early Help family support 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 and we have an onsite qualified councillor 3 days a week.
- 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 and community support officer liaising with external agencies, SENCO and inclusion leader.
- **Access to EMHWS (Emotional Mental Health Wellbeing Service) via application direct to them.**

Sensory and Physical Needs.

- Hearing Impairment.*
- **Via access to external support from a Hearing Support Specialist there is access to FM receivers & Hearing Loops. Centre based at Kingsdown Special School.**
- Visual Impairment.*
- **Via Kingsdown Special School access to specialist support.**
- Physical Impairment.*
- Disabled toilets.
- Lift.
- Adjustable desk in food technology

Medical

- **Access to any external NHS specialist needed.**
- Care Plan.
- Medical room.
- Secure storage for medication.
- Access to School Nurse can be arranged and there is a monthly drop in service.
- Pupil Reception drop in for medical problems that students may have.

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 on SEN Support, their views are recorded on a one page profile. The one page profile 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 monitoring takes place in school and if needed a telephone meeting or meeting in school could be further required. 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 monitoring, the young person identifies emerging or existing significant difficulties, further support maybe requested from external agencies.

Transition

KS2-3/KS4-5

- On transition to St Thomas More there is very close liaison with all our Catholic primary feeder schools and other surrounding primaries in the local area.
- To ensure there is a smooth transition for all students coming to St. Thomas More School the Pastoral support mentor will visit each primary school to gather information. Any specific information regarding individual needs are shared with the SENDCo.
- Student who need more support with transition are invited to have more visits to St. Thomas More and there is also an opportunity to take part in our summer sports camp in the 6 weeks holiday.
- Years 10 & 11 work closely with Connexions and our Careers Co-ordinator to ensure that there is support and guidance, including applications and interviews to ensure a smooth transition into our own 6th form or our local providers.

Staff Training

- All staff receive regular training throughout the academic year, led by the SENDCo and this is a regular part of the professional development program.

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 SENDCo 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 any other suitable qualifications.
- There are many extra -curricular activities that all students can participate in before school, lunchtime and after school this ensures a good inclusion for all students at St. Thomas More.

Intervention

Intervention

- Interventions at St Thomas More High School include individual maths support, Lexia Reading and comprehension skills. All these interventions are led by the Learning support department and the English department.
- The interventions are built into your child's curriculum including tutor time to enable them to make the most progress in their Maths and English.
- Students to have English, Maths and science booster lessons in ks4 to develop their skills further.

Other interventions include:

- One to One Key Stage 3, Key Stage 4 & Key Stage 5 curriculum support.
- More dedicated curriculum time built into the timetable for English and Maths.
- 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
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
Toe by Toe	Reading system using unique syllable division to boost literacy, self-esteem and confidence with reading
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>

Miss Rattenbury SENCO- 01702 606798 VRATTENBURY@St-thomasmore.southend.sch.uk

Should you wish to make a complaint regarding provision for SEND at St. Thomas More, please refer to the complaints procedure on the school website.