

St Thomas More High School SEND Information Report

September 2020



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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 SEND 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? Whom do I contact when I have concerns to discuss around my child?

SENDCO: Miss Rattenbury

Responsible for: applying the school's SEND policy.

- Coordinating provision for students with SEND and putting the SEND 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.

St Thomas More SEND Register 2020/2021

Year Group	Number of Education Health & Care Plans	Number of SEND Support.
Year 7	10	16
Year 8	4	14
Year 9	6	13
Year 10	4	7
Year 11	5	5
Year 12	0	3
Year 13	2	5
Total	31	63

Total Number on the SEND Register 94

Number of specific needs in the school. 2020/2021

Need type	Percentage of need.
Autistic Spectrum Disorder	15.95%
Hearing Impaired	1.06%
Moderate Learning Difficulties	13.82%
Other	4.25%
Severe Learning Difficulty	1.06%
Social Emotional & Mental Health	27.65%
Specific Learning Difficulties	15.95%
Speech, Language or Communication Need	14.89%
Visual Impairment	0
Physical Disability	2.12%

Categories of Needs

Code of Practice 2015. 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 EHFS (Early Help family support Assessment) access to Speech and Language therapist.**
- Access to LSA (Learning Support Assistant/Mentor)

Moderate Learning Needs.

- **Assess, Plan, Do and Review approach to identify what curriculum interventions are needed, group or personalised intervention.**
- Access to LSA (Learning Support Assistant/Mentor)

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 to be given to students at home or in extenuating circumstances will be done during the school day.
- Access to LSA (Learning Support Assistant / Mentor)

Behavioural Emotional and Social Development Needs.

- *Behavioural Needs- Emotional and Mental Wellbeing.*
- LSA support with tutor and within tutor groups.
- **Access to specialist support VIA Parallel Learning Trust**
- Access to councillors with various expertise eg BCCS Councillor and we have an on-site qualified councillor 5 days a week.
- Access to a trainee councillor one day 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, SENDCo and inclusion leader.
- **Access to EMHWS (Emotional Mental Health Wellbeing Service) via application direct to them.**
- Access to LSA (Learning Support Assistant/Mentor)

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.
- Adjustable desk in Food Technology/Science
- Access to Support Staff.

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 Deputy Head 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 SEND team, Pupil Support or Pupil Progress Mentors.
- A meeting with the student will take place to gather their views. This is recorded using the SEND profile with the Pupil Support Mentors or academic monitoring with the Pupil Progress Mentors.
- If the child has an EHC plan or are on SEND Support, their views are recorded on a SEND profile. The one page profile explores with the child, parents and SENDCo what they want to achieve, what they can consider their strengths to be, as well as areas they wish to improve. Outcomes are agreed with the pupils and the parents. The profiles are reviewed once a year and updated. They 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. 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 where needed, 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

Key stage two-Key stage three. Key stage four-key-stage 5

- On transition to St. Thomas More, there is very close liaison with all our Catholic primary schools, both within Assisi Catholic Trust and beyond 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 will be shared with the SENDCO regarding the individual needs of a student.
- Students who need more support with transition are invited to have more visits to St. Thomas More. There is also an opportunity to take part in our Summer Sports Camp during the 6 weeks holiday.
- Years 10 and 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 the SEND lead teacher as a part of the professional development programme.
- We also use the National College of School Leadership online training and other providers in specialist areas to enhance our staff training programme

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.
- In order to meet the requirements of the JCQ there must be a full history of need present before Access is considered.

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, close monitoring and planning goes into ensuring the classes are taught to a high quality at St Thomas More High School.

- Grouping arrangements are flexible in order to facilitate the greatest amount of progress for all students.
- The SENDCO and SEND lead teacher in Core subjects will teach some groups.
- The Key Stage 4 curriculum is of a diverse range enabling all students to gain qualifications. The qualifications include GCSEs, B-tech and any other suitable qualifications.
- All LSAs are trained and appointed to the curriculum according to their expertise so that each curriculum subject has an allocated LSA who help to develop and deliver the subject.

Intervention

Intervention

- Interventions at St Thomas More High School include individual maths support, reading and comprehension skills. All these interventions are led by the Learning support department and the English and Maths departments.
- 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 have access to English, Maths and science revision sessions 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 as part of the skills sessions.
- Extensive opportunities to be involved in wider school activities.
- Social skills, life skills and study skills are put in place if deemed appropriate for individual students.

Extraordinary Circumstances

Extraordinary Circumstances

- Due to any unforeseen circumstances, we will endeavour to maintain all aspects contained in our Annual Report.
- Blended learning due to absence will be offered through Microsoft 365 TEAMS which can be accessed via the [school website](#).
- Every child's needs will be met under the Reasonable Endeavours Government Guidelines.

GLOSSARY

SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs and Disability 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
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://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page?localofferchannel=0>

Information, support and advice service for parents:

<http://www.sendiassouthend.co.uk/>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>The Code of Practice 2015:

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Mrs Caten SEND Lead teacher 01702 606827 rcaten@st-thomasmore.southend.sch.uk

If you should need to complain about anything within the SEND Department, please follow the school's Statutory Complaint's and Policy Procedure, which can be accessed from our website.