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**SEND Information Report**

**2024/2025**



**The St Thomas More Mission:**

**We the St Thomas More family,** ‘aspire not to have more but be more’.

We aspire not to have the world but be more for the world.

**#BeMore**

We are **A**uthentic we seek to find our true vocation and who we really are

We are **S**acred we are loved and made in the image of God

We are **P**assionate we strive to grow and be our best selves

We are **I**nspirational what we do here can help us change the world

We are **R**esilient for our greatest learning comes when we make mistakes

We are **E**mpathetic we are called to care for all in our community and the

world

**St Thomas More – SEND Information 2024-2025**

Welcome to St Thomas More Voluntary Catholic Academy’s SEND report for learners with Special Educational Needs and Disability (SEND). This report aims to:

* Set out how our school will support and make provision for pupils with special educational needs (SEN)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
* All governing and advisory bodies of academy schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for Pupils with SEND.

The Saint Ralph Sherwin SEND Policy can be found on our website.

**What kinds of Special Educational Needs does the academy make provision for?**

St Thomas More is proud of its diversity. It places great emphasis on its unique and varied community of learners. Everyone, regardless of faith, ability, ethnicity or background is valued and nurtured.

We cater for pupils in the four broad areas of need:

* Communication and interaction, for example, autistic spectrum condition, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy and cerebral Palsy.

St Thomas More is part of the Saint Ralph Sherwin Trust which has a comprehensive SEND Policy. This policy is reviewed regularly and incorporates advice and procedures recommended by Derbyshire County Council (LA). We are proud of the relationships that we have with our Local Authority and work closely with them to ensure positive outcomes for pupils with a special educational need and/or disability.

**Identifying pupils with SEND and assessing their needs**

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or improve on the pupil’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

We may also identity a possible SEND need through aspects other than attainment, for example, social needs, through specific assessments for identifying need, observations of pupil, feedback from staff.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, pupil voice and the views and the wishes of their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**Consulting and involving pupils and parents**

We will have an early discussion with the pupil and parents when identifying whether the student need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We consider parental concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

**SEND Register**

We currently have 93 pupils recorded on our SEND Register.

Of those 93 pupils:

81% are registered as School Support (K coding) (75/93)

16% have an EHCP in place (15/93)

Pupils on roll at St Thomas More with Special Educational Needs/ Disabilities (SEND) are recorded on the school’s SEND Register. The register identifies individual pupils and highlights their specific needs.

The register is the responsibility of the SENDCo. The SENDCo has the responsibility of updating and sharing information from the register with parents and those professionals working within the academy.

Parents are informed if their child is placed on the SEND register, and can expect regular feedback from class staff via email or telephone, and more formal discussions through parents’ evenings and/or reviews.

All Educational, Health and Care (EHC) Plans are reviewed annually. This gives the opportunity to consider whether the EHC Plan is still appropriate and to review the progress the pupil has made over the previous period.

Other relevant professionals will be invited to these meetings to provide an external view on a pupil’s progress and to provide advice and guidance if necessary.

**Our approach to teaching pupils with SEND**

In the spirit of the SEND Code of Practice and latest research, we support the idea that high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. This quality first teaching is steeped in research and is reflective in our Teaching and Learning non negotiables (The T&L 7). Seating plans are produced by staff which identify SEND and disadvantaged students, this ensures that teachers can support, challenge and adapt learning for all pupils.

Teachers adapt their planning to enable all pupils to access the curriculum at a suitable level. Teaching assistants offer support in class in addition to leading specific interventions.

**We provide a wide variety of interventions and support using a graduated response model:**

SEND support examples include

*TA check ins*

*Meet and greet*

*Use of lockers in Learning Support to aid organisation*

*Sensory room sessions*

*Attendance of HW clubs*

*Handwriting coaching*

*Time out cards*

*Touch typing/ ICT skills*

*Catch up sessions in Learning support*

Targeted SEND intervention examples include

*ELSA*

*Fresh Start Phonics*

*Better reader*

*Lexia*

*Cosy reads*

*Sessions with Inclusion support worker*

*Visual aids printing off PPT slides/ specific font size/ coloured overlays/ coloured ex books*

Collaboration with external agencies. Where appropriate students may work with:

*Speech and Language teams (SALT)*

*CAMHS*

*Inclusion support referral*

*Session with Educational Psychologist*

*External AP settings*

*OOST- educational tutoring provider*

*TMP- Educational tutoring provider*

*Zinc*

*Space for you*

Community nurses, Chesterfield Hospital.

Occupational Therapy and Physiotherapy Departments

Social Care

*Derbyshire Inclusion support to put in a part time TT.*

**Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class/ subject teacher and other professions across school will work with the SENDCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* + The teacher’s assessment and experience of the pupil
  + Their previous progress and attainment, or behaviour
  + Other teachers’ assessments, where relevant
  + The individual’s development in comparison to their peers and national data
  + The views and experience of parents
  + The pupils own views
  + Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil’s progress. All pupil with a K coding on the SEND register will have a Pupil Passport.

**Supporting pupils moving between phases and preparing for adulthood**

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible. All children with SEND are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs

We will share information with the school, college, or other setting the pupil is moving to ensure a smooth transition. We will offer an enhanced transition package for Year 6 into 7 and college visits for Year 11 which includes travel training should it be required. In preparation for adulthood we offer the following:

* + Support SEND pupils with KS5 application process
  + Support students and families locate the most appropriate courses and settings to meet their needs and interests
  + Invite colleagues from post-16 settings to give bespoke talks to Learning Support students
  + Support with Life Skills/ Travel training
  + Careers appointments with qualified careers advisor. Careers sessions and days also form an integral part of our Character Curriculum / Personal Development provision.

**Expertise and training of staff**

The SENDCO is also our DHT ensuring that SEND is always a primary focus in all aspects of strategic planning. The SENDCO is supported by the SEND manager.

We have a team of 5 teaching assistants, including 2 HLTA and the SEND manager. All TAs are trained to provide high levels of specialist support, guidance and delivery of interventions as required.

We have external specialist staff who work with specific pupils to deliver specialist interventions for our physically impaired students.

An on–going programme of Continuing Professional Development (CPD) training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for Pupils with SEND. Our SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Teaching staff seek support and guidance from the SENDCO as required.

Our teaching staff have all received training in:

* + Quality First teaching strategies
  + The SEND Code of Practice and what this means for classroom practice SEND Assess, Plan, Do Review Cycle
  + Supporting students with a diagnosis of ASD via weekly update from the HLTA (ASD/ ADHD champion)
  + Supporting learners with ADHD Dyslexia and coexisting conditions
  + Effective teacher–support staff working partnerships (effective use of a TA)
  + How the public exams Access Arrangements system works
  + SEND and adaptive teaching strategies

**Evaluating the effectiveness of SEND provision**

We are fortunate to belong to a trust that has ‘Inclusion’ at the heart of its ethos. To ensure that we are continuously developing our practice we evaluate the effectiveness of provision for pupils with SEND by:

* + Reviewing pupils’ individual progress towards their goals (passports)
  + Reviewing the impact of interventions after an agreed number of weeks and making adaptions if and when required.
  + Using provision maps (Edukey) to measure progress and share information.
  + Holding annual reviews for pupils with EHC plans and listening to external recommendations Using pupil questionnaires to understand what is working well and areas for development
  + Monitoring of the SEND Provision by the SENCO, SLT, Headteacher. This includes carrying out learning walks, work scrutiny, extensive pupil and parent voice.

**How will pupils with SEND be included in activities outside the classroom, including school trips?**

Wherever possible we will endeavour to include all pupils in all activities regardless of whether they take place in or out of school. The benefit of the activity to the student, and adult-child ratios focusing on pupil safety will be considered at all times in any decision making processes regarding this.

There are pupil specific risk assessments carried out linked to individual pupils with SEND. In addition to this, in all we do, we consider the needs of our pupils with SEND alongside all pupils E.g. visits, trips, access to additional activities/experiences. In this way we attempt to ensure that pupils with SEND are not treated differently.

All of our on-site extra-curricular activities and school visits are available to all our pupils, including our before, after-school clubs and social times clubs subject to risk assessment.

**Support for improving emotional, mental and social development**

The academy has a variety of ways of supporting your child’s wellbeing and improving emotional, mental and social development. These include:

* A universal pastoral offer for all students build on trust.
* A calm value driven staff body.
* A safe and calm learning environment with a range of in-class strategies used to support with mental health and well-being.
* Creation of a calm and purposeful interventions. Our learning support has been re located to better meet the needs of our pupils
* Consistent application of the Behaviour Policy
* Support clubs before school, after school and at lunchtime
* Signposting to external agencies to support the wellbeing of the child, such as a referral to early help, Zink CAMHS, SALT or OT
* Referral to in-house support from school nurse
* Referral to in-house support from the Inclusion Manager and/or Student and Family Support Worker
* Pupils who have specific medical needs will have an Intimate Care Plan or Health Care Plan as appropriate
* We recognise that parents and/or carers know their child the best and encourage you to contact the class teacher, SENCo or Headteacher if you have any concerns.
* We have a zero tolerance approach to bullying.

**Complaints about SEND provision**

We will always be here to listen with an open door policy, however we are aware that in rare circumstances a complaint will be made. Any complaints received are dealt with in a confidential and sensitive manner and we will work with you to address your concerns and resolve where possible. We all want the best for the pupils at Saint Ralph Sherwin Trust.

The Complaints Policy can be found on the school website or please contact the school office.

**Who can I contact for further information or if I have concerns?**

If you have any concerns around your child’s progress, attainment or a possible SEND need then speak to your child’s Year Leader in the first instance as they will know your child the best.

Should you need to contact the SENDCo please use details below:

SENCO Name: Mrs Sarah Lancett

SEND Manager: Mrs Sharon Light

Contact Number: 01298 23167

Email address: [stmsendteam@stm.srscmat.co.uk](mailto:stmsendteam@stm.srscmat.co.uk)

**Review of this report**

Our SEND information report will be reviewed by the SENCO and Headteacher **every year**. It will also be updated to reflect on any significant changes made during the year.

**Links with other policies and documents**

Our SEND Information Report sits alongside the following policies:

* + SEND Policy
  + Behaviour Policy

All of the above policies can be found on our website or by contacting the main reception on [enquiries@stm.srscmat.co.uk](mailto:enquiries@stm.srscmat.co.uk)